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ABSTRACT

This resource guide for a developmental junior high career education program contains general and specific behavioral objectives, a program description, and a wide range of resource materials, including student and teacher worksheets and evaluation forms. Developed by a junior high counselor and funded by the Elementary Secondary Education Act, Title III, Guidance and Counseling, the unit is three-hole punched for insertion in a ring binder. Learning activities, specific subject area and grade level, and resource lists are presented in a 3-column chart format. An annotated list of films is included. Simulation games and other group activities are provided. (AG)

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# A RESOURCE GUIDE
# FOR CAREER DEVELOPMENT
# IN THE JUNIOR HIGH SCHOOL

DIVISION OF INSTRUCTION
Pupil Personnel Services Section
Minnesota Department of Education

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# A RESOURCE GUIDE FOR CAREER DEVELOPMENT IN THE JUNIOR HIGH SCHOOL

by

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1972

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## INTRODUCTION

The purpose of this resource guide is to provide a general conceptual framework and suggested techniques and materials for making the junior high school curriculum more relevant by providing career development experiences in all school subjects, as well as in general school experiences including co-curricular activities, student grading, student-teacher relationships, library activities, and school-community activities.

The major concepts and strategies motivating this resource guide are: (1) the developmental nature of K-12 career education, (2) the involvement of all curriculum areas in career development as expressed in the Teacher's Role in Career Development by Tennyson et al (1965) which is currently being revised, (3) the utilization of community resources in a more comprehensive and directed fashion as illustrated by field trips focused on the role of workers and community resource centers providing interview subjects and in-school speakers, (4) the application of teaching-learning strategies from the areas of group dynamics, simulation, and systems analysis. Group dynamics has generated directed exercises in interpersonal skill development for students and staff. Simulation, as illustrated by the John Hopkins game activities including the Life Career Game, has added another element of reality to decision-making. Some elements of computer technology such as simulated decision making using job bank data and a systems approach to decision making are being applied as a teaching model for students as well as a model of evaluation for career development programs.

Chapter two contains suggestions for implementation of a comprehensive career development program and chapter three discusses program evaluation. A framework of student outcome objectives is advanced in chapter four, the basic references were the work at the University of Minnesota under the direction of Doctors Tennyson and Klaurens et al (1968) and a K-9 career development in the Roseville Schools. Following the outline of objectives, suggested learning activities are provided for implementation of the objectives. Unless a particular grade level or teaching area is indicated any junior high teacher or counselor might consider the activity when appropriate. Teaching resources are listed in addition to the Career Charts and a bibliography of materials relating careers and school subjects, Kerlan, Julius H., Counselors Check List of Occupational and Educational Materials and Career Charts, 1971. At least one student evaluation activity is indicated for each behavioral objective.

What is needed now is testing and refinement by teachers and counselors to determine the relative effectiveness of the suggested techniques and materials.

It should be emphasized that no comprehensive state wide survey of current career development has been undertaken; however an attempt was made to incorporate current published materials. The projects funded by the Vocational-Technical Division of the State Department of Education along with some locally funded projects were surveyed. The career development programs with features not mentioned elsewhere in the guide will be briefly described in terms of target population, basic techniques, stage of development and reference for further information. Hansen's (1970) review of guidance practices provides a comprehensive description of trends and programs in career development on a nation-wide basis. The amount of innovation in the state is impressive and a comprehensive state wide survey along the lines

of Hansen's national survey is needed.

The Minneapolis Public Schools have just published a new guide for their ninth grade social studies career unit. A ninth grade work experience program has been implemented at Edgewood Junior High School in Mounds View which is aimed at dropouts and includes individual learning packets and community job experience under the direction of David W. Anderson.

A career development guide for grades 7, 8, & 9 science, math, English, and social studies has been developed by the faculty at Hosterman Junior High School in Robbinsdale and is available through Leonard Kodet at the State Department of Education. The guide uses a career cluster approach to integrating career development into all four curriculums on a sequential basis. Additional career related math units have been developed by the Robbinsdale Schools and the Department of Vocational Education and can be obtained from Leonard Kodet.

There are three (3) exemplary projects with K-6 emphasis funded by the Division of Vocational-Technical Education of the State Department of Education. The Owatonna Public Schools are in the preliminary implementation stage of an elementary career guidance program emphasizing a positive attitude towards work. A teacher inservice program involving community industry tours is being used and further information can be obtained from Don Barber. The Roseville Elementary Career Development Project under the direction of Dr. Charles Harwood utilizes a framework of objectives in sequence with the objectives of this junior high guide. In the first year a resource team is field testing materials in three grades and will expand and revise techniques over the next two years to all elementary schools in the district. A K-14 project in Willmar is using the area schools and community resources with an elementary program emphasis. A community survey of work opportunities and resources for a career development program was also conducted. Ron Werner, District 347, Willmar, Minnesota can be contacted for further information.

There are three funded programs with a broad K-12 emphasis. Brooklyn Center is attempting to obtain greater community involvement in curriculum and field trips and is developing curriculum experiences to increase self-understanding and respect for work. Summer teacher workshops are also being utilized. For further information contact Rod Brannon, District #286, Brooklyn Center, Minnesota. THe career development program in Red Wing is implementing curriculum changes at all grade levels and all teaching disciplines. Staff and community workshops are being held throughout the year, and a community resource catalog is being planned. For further information contact Peter Martens, District #256, Red Wing.

The Winona Area Technical School is developing a broad based career development curriculum using the Plainview Schools as the pilot project. A community advisory committee has been established and program objectives are being developed with both student and community involvement. For further information contact Leland Larsen, Winona Technical Institute.

An exemplary vocational education program based on environmental studies K-14 is being developed at the Golden Valley Environmental Science

Center in cooperation with the Robbinsdale School District. Some of the activities designed to integrate environmental education and career development include an experience-based curriculum design, teacher inservice, and a community career center providing information and placement assistance for district residents. For additional information contact Barbara Clark, Environmental Science Center, Golden Valley Public Schools.

The Minnesota Learning Center at the Brainerd State Hospital has a project designed to orient the handicapped and disadvantaged to the world of work. The four phase program includes: orientation, exploration, job and living readiness and employment. Some of the techniques include: group counseling, video tape counseling and a community living center. For additional information contact Michael McGraw, Minnesota Center, Brainerd, Minnesota.

References for Chapter 1

1) Hansen, Lorraine Sundal, Career Guidance Practices in School and Community Washington, D.C., National Vocational Guidance Association. A Division of American Personnel and Guidance Association. 1970.

2) Kerlan, Julius H. Counselor's Check List of Occupational and Educational Materials and Career Charts. 1971.

3) Tennyson, W. Wesley, Soldahl, Thomas A., Mueller, Charlotte, The Teachers Role in Career Development, A Minnesota Department of Education Publication revised and reprinted by the National Vocational Guidance Association. 1965.

4) Tennyson, W. Wesley, Klaurens, Mary K., and University of Minnesota Project Staff, Suggested Teaching-Learning Approaches for Career Development in the Curriculum. University of Minnesota. College of Education 1968. (Mimeographed)

## CHAPTER 2 * IMPLEMENTATION

Within the scope of implementing a career development program general guidelines as well as suggested specific techniques of implementation will be described. For some background on the process of program implementation and organizational change see Blocker et al (1970) and Morphet et al (1959).

The process of program implementation includes:

1) determination of student needs
2) analysis of the school's organizational framework
3) general program planning
4) specific techniques and framework for implementation
5) evaluation and recycling of steps 1 through 4

The determination of student needs includes an analysis of current school and community programs and resources as well as student attitudes, skills, and knowledge. In the preliminary steps of information gathering, a base of support for change can be established by including teachers, administrators, parents, and students in the planning and execution of a career development study. The Roseville schools conducted a comprehensive career development study in 1970 under the direction of Dr. Charles Harwood. The Junior High Student Attitude Survey is in the appendix and further information can be obtained from Dr. Harwood or Arland Benson, Roseville Schools.

The scope of the analysis of the school and community setting is dependent on the extent of the change considered. A single classroom, a department, a building, a district or a multiple district change might be contemplated. Whatever the scope of the change, the social organization directly involved needs to be looked at in terms of: 1) formal and informal power structures and resultant decision making processes, 2) organizational climate for change, and 3) the communication processes. Enlisting the support of formal leaders such as department chairmen, curriculum coordinators, and student council officers is necessary along with the support of informal leaders.

All of the various subgroups within an educational setting, which often are delinated by characteristics such as: seniority, sex, resistance to change, etc., need to be considered. Authoritarian decision making in its pure form in education is often replaced by attempts at democratic decision-making in

which majority votes are used, however, in implementing change an integrated decision by consensus is really needed if commitment to action is required by the participants. "Power play" majority votes for change where a disgruntled minority feels "railroaded" are costly in the long run. A "false consensus" decision making process can lead to invalid assumptions of general commitment to action, hidden adendas, and feelings of rivalry and competition rather than cooperation. Any efforts towards integrated compromise and real consensus pays dividends. Polarization can occur between "change advocates" and the "resistors". The goal of decision by consensus would suggest efforts to incorporate the views of resistors and changing resistor attitudes rather than marshalling greater force among change advocates. The communication processes needed to achieve decision making by consensus and cooperation involve trust and feedback.

Generating plans for change requires the involvement of the participants in the program. Administrators planning for teachers without teacher participation and teachers planning for students without student participation risk engendering attitudes of resistance and a lack of cooperation.

Specific techniques for implementing comprehensive career development programs should build support systems within the different staff, student, and community reference groups. Consideration needs to be given to the "visibility" of programs and early efforts should be in areas having not more than middle level resistance and areas having a high probability of success.

The development of a variety of elective courses, semester, quarter or mini courses appealing to different interest and aptitude levels is one way of developing self concept exploration and practice in decision making. The development of a junior high work experience program can be an enriching activity or a credit program. (see appendix) A volunteer teacher-advisor program has the potential to involve interested teachers in educational-vocational advising and personal counseling, if time and in-service training are provided for individual and small group student contacts. Personalized teacher student contact has the potential to stimulate more realistic curriculum experiences in the classroom.

Student grading or evaluation also has the potential for being based on student behaviors more closely related to the work world; which becomes a grading system in which all students can experience some success. Student

self evaluation is helpful in teaching responsibility and the use of student evaluations of other students is suggested in some learning activities, however, educators are advised to consider the risk of potential hurtful situations that can arise in using junior high peer evaluation.

A library career development resource center utilizing print and non-print materials, which are staff and student generated, and staff and student maintained, can be a major facilitator of a comprehensive career development program. The resource center can also utilize community volunteer aides or paid paraprofessionals.

The widespread use of directed field trips to community work stations, community speakers and seminars in the schools, worker interns, community surveys with staff and student participation, and the adoption of a school building or class by a company are all ways of developing a community resource center to implement a comprehensive career development program.

Staff inservice programs can be generated from the use of community resources within a school district or region as exemplified by Robbinsdale (Helling 1971). Attendance at the University of Minnesota courses or summer workshops can also be encouraged as a method of staff inservice.

References for Chapter 2

1) Blocher, Donald, Dustin, E. Richard, Dugan, Willis E. Guidance Systems, An Introduction to Student Personnel Work, The Ronald Press, New York, 1971.

2) Harwood, Charles E. and District 623 Committee. "A Study of Occupational Education" Roseville Area School District 623, Roseville, Minnesota 1970.

3) Helling, Cliff E. "Vocational Exploration In-Service Institute" Ind. School District 281, Robbinsdale Area Schools. Unpublished Doctor's Dissertation, University of Minnesota 1971.

4) Morphet, Edgar, Johns, R. L. & Reller, T. L. Educational Administration: Concepts, Practices, and Issues. Prentice-Hall, Inc. 1959.

## CHAPTER 3

## GENERAL CONSIDERATIONS FOR EVALUATION OF CAREER DEVELOPMENT PROJECTS

The focus of current approaches to program evaluation emphasize a developmental-behavioral model of evaluation with constant monitoring of process and outcome. A three phase program is suggested with evaluation of techniques and materials as related to staff, community, and students. Evaluation as suggested by Moss (1968) looks at outcomes not just program description and considers the effects of program intervention on outcomes measured over time. The Systems Approach by Campbell et al (1971) suggests a ten phase operational model for design and evaluation of programs.

A primary consideration in the evaluation is to provide a framework for gathering data on a continuous basis so that the weekly-yearly program decisions can be made on outcome evidence. The first phase of an evaluation program is basically establishing a foundation of techniques and materials. Comparisons often have to be made between students having no systematic program and students in the program. In the second phase the goals can be re-established and alternative techniques and programs generated. By the third phase comparisons between methods and techniques should be made with awareness of costs in terms of personal, materials, and other resources.

Cost knowledge of alternate methods is necessary to decision-making and therefore careful records of resources utilized have to be maintained.

### A SUGGESTED EVALUATION MODEL

Based on the previous considerations a five phase sequential evaluation model is suggested. The model includes constant monitoring of progress attained in the three major outcome areas: staff, students and community; as well as consideration of alternate intervention systems at each major point of the recycling process.

PHASE I General need assessment

A. The community and school setting are assessed and described.

B. The basic needs in terms of students, staff and community are determined.

C. The baseline data to evaluate attitude and behavior change as the result of program interventions is determined.

D. General program guidelines are established.

PHASE II Specific student behavioral outcomes and teaching-learning strategies are selected

A. Student behavioral goals including cognitive and attitudinal aspects are described developmentally.

B. Specific teaching-learning strategies and the resources necessary to carry out the student objectives are selected.

PHASE III Staff and community outcomes necessary to program implementation are described as well as the process strategies selected

A. Staff and community behavioral outcomes are specified.

B. Staff and community programs for program are selected and related to outcome development.

PHASE IV The outcomes are measured and evaluated

A. Student outcomes are monitored continuously and compared with past growth and change.

B. Staff and community process outcomes are measured and compared.

C. As an experimental approach is incorporated into the program at least yearly outcomes are compared between treatment groups.

PHASE V The cycle of goal and technique selection and program implementation is repeated

SOME SUGGESTED PROGRAM OUTCOMES INCLUDE:

A. STUDENT OUTCOMES

I. To develop a positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

II. To develop decision-making skills and an awareness of the results of decisions which gives him a sense of destiny control.

III. To develop an awareness of occupational areas in terms of work roles, related life styles, and potential satisfaction and dissatisfactions.

IV. To develop the interpersonal skills required in work roles.

V. To develop a respect for workers and the place of work in our society.

## B. STAFF OUTCOMES

I. To develop increased teacher instruction of sociology of work concepts and attitudes.

II. To expand opportunities for pre-vocational experiences within the curriculum.

III. To increase cooperation among participating staff members in career development instruction including mutual planning and specialization.

## C. COMMUNITY OUTCOMES

I. To increase community agency involvement in providing resource speakers and interview subjects for staff inservice programs and curriculum experiences.

II. To increase community field trip experiences for staff and students with emphasis on work roles.

## SUGGESTED TECHNIQUES FOR MEASURING STUDENT OUTCOMES:

I. Attitude Inventories and Concept Tests

A. Career Development Test, Grades 7-8 (in appendix, A-50)

B. Career Development Test, Grades 8-9 (in appendix, A-49)

C. Vocational Development Inventory, Grades 8-9 (in appendix, A-48)

II. Observations

A. Group Work Skills (example exercises in appendix)

B. Participation in School Activities

C. School Citizenship

## SUGGESTED TECHNIQUES FOR MEASURING STAFF OUTCOMES:

I. Staff Concepts and Attitude Survey

II. Managerial Grid

III. Program Reaction Survey (in appendix, A-51)

IV. Records of Program Participation, Monthly & Random Daily Logs (in appendix, A-52)

SUGGESTED TECHNIQUES FOR MEASURING COMMUNITY OUTCOMES:

I. Community Reaction Survey (in appendix, A-53)

II. Survey of Program Participation

RESOURCES

Campbell, R. E., Dworkin, E. P., Jackson, D. P., Hoeltzel, K. E., Parsons, G. E., Kacey, D. W. The Systems Approach: An Emerging Behavioral Model for Career Guidance. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, January, 1971.

Moss, Jerome Jr. "The Evaluation of Occupational Education Programs." University of Minnesota Technical Report. Research Coordinating Unit in Occupational Education, September, 1968.

CHAPTER 4

## A FRAMEWORK OF STUDENT OUTCOME OBJECTIVES

I. To develop a positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

A. Describes how he and others perceive his strengths and areas for growth.

1. The student can describe his personal, social, and academic strengths and relate them to school and work related tasks.

2. The student can describe individual differences and identify some of the factors accounting for these differences.

B. Describes himself in terms of his developing abilities, values, and interests.

1. The student can describe his work related abilities.

2. The student can label his personal values and relate them to work situations.

3. The student can describe his interests and relate his interests to job clusters.

C. Describes his developing physical characteristics and relates them to job clusters.

1. The student relates physical characteristics in a realistic manner to the various requirements of occupational fields.

2. The student can describe his physical characteristics in terms of his present development, his relative strengths and weaknesses, and his goals for future development.

3. The student relates physical health to mental health and describes how both affect the work situation.

D. Describes work as valuable in terms of its potential intrinsic satisfactions for him.

1. The student can describe how several occupations would provide a means of expressing his personality and satisfying psychological needs.

2. The student can describe how several occupations would provide ways of satisfying his economic needs.

E. Describes ways in which he can express himself through work.

1. The student describes ways in which talents can be expressed through work and relates his own talents to work roles.

2. The student describes ways in which interests can be expressed through work and relates his own interests to work roles.

F. Identifies the value he places on personal endeavor and achievement as compared to societal values.

1. The student can describe his value system as it relates to his need to achieve.

2. The student can describe his needs to achieve in comparison with workers in various roles.

G. Describes how he can contribute to society now.

1. The student describes social organizations that he can contribute to.

2. The student describes ways by which he can personally contribute to social organizations.

H. Demonstrates developing vocational maturity through personal involvement in work tasks or related situations.

1. The student actively participates in task and work related situations.

2. The student evaluates his participation in task and work related situations.

II. To develop decision-making skills and an awareness of the results of decisions which gives him a sense of destiny control.

A. Describes the decision-making process.

1. The student identifies the major elements in the decision-making process.

2. The student identifies the sequential nature of the decision-making process.

B. The student can predict the probable outcomes of decisions before he makes the actual decision.

1. The student can describe the predictive nature of decision-making.

2. The student can give supportive evidence for the realistic nature of his decision-making.

C. Exhibits responsibility for the consequences of his decision-making.

1. The student demonstrates reasonable risk-taking by seeking choices in educational-vocational planning.

2. The student demonstrates commitment to his choice by persisting in personally challenging activities when his goals are attainable.

3. The student can describe the natural consequences of his actions.

D. Describes the interrelatedness of decisions made in different spheres of life and segments of time.

1. The student relates the decisions he makes in home, school, leisure time, and work.

2. The student describes how decisions made now can affect his future choices.

E. Exhibits planfulness in the way he manages his resources to achieve individual goals.

1. The student can describe how his use of time fits his goals.

2. The student demonstrates a commitment to planning by budgeting his resources for future goals.

F. Identifies and utilizes the major informational resources needed in educational-vocational decision making.

1. The student examines critically the career advice given by significant others.

2. The student identifies and utilizes appropriate criteria for evaluating occupational information.

3. The student can identify career stereotypes as presented in the mass media and occupational information sources.

G. Identifies those factors taken into consideration by an employer when choosing from several job applicants.

1. The student can describe the training or education required for entry into several job clusters.

2. The student can describe the personal qualifications for entry into several job clusters.

3. The student can describe the qualifications for promotions in several job clusters.

III. To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

A. Identifies and explores broad occupational areas.

1. The student can describe the worker role requirements in various occupational areas.

2. The student can describe how social and economic changes and trends affect worker roles and employment opportunities.

B. Identifies and utilizes non-technical resources available for gathering information about occupations.

1. The student obtains occupational information from school and mass media materials.

2. The student obtains occupational information from community resources.

3. The student obtains actual or simulated work or work related experiences.

C. Studies workers in various occupations to learn their satisfactions and dissatisfactions.

1. The student identifies the multiplicity of interests and needs that may be satisfied in two or more broad occupational areas.

2. The student can identify the sources of potential frustrations and dissatisfactions of workers.

3. The student elicits information as to the financial compensation received with training and experience in his preferred occupations.

4. The student discovers the ethical questions which confront workers and studies the solutions workers have developed.

D. Identifies the sources of power and authority in work situations and describes their effects on the worker.

1. The student is able to describe formal and informal power structures in work and related situations.

2. The student assesses the effect of power structure on the role of a worker.

3. The student describes the effects of different kinds of authority upon the power structure.

4. The student describes the functions and implications of worker organizations such as unions and professional associations.

IV. To develop the interpersonal skills required in work roles.

A. Identifies interpersonal characteristics relevant to occupational roles.

1. The student can describe his strategies in terms of interpersonal skills.

2. The student demonstrates an openness to the observations of others in regard to his personal impact in interpersonal relationships.

B. Copes with the authority exercised by others in work-related situations in ways which contribute to his own personal goals.

1. The student is able to assess the uneven distribution of work and authority in task situations.

2. The student is able to analyze conflicts with authority.

3. The student copes with the different expectations of significant others in task situations.

C. Elicits and considers suggestions and evaluations regarding a given task or work-related performance.

1. The student evaluates his own work behavior or school performance in terms of relevant factors.

2. The student seeks feedback and suggestions when performing a task.

D. Demonstrates the ability to depend on others and to be depended upon in task situations.

1. The student shows an awareness and trust of others in task situations.

2. The student shows a sensitivity and obligation to others in group task situations.

E. Displays an awareness of the dynamics of group behavior by successfully functioning as a contributing member of a task-oriented group.

1. The student describes various elements of group dynamics.

2. The student is a productive member of task groups.

F. Demonstrates effective work habits in the area of giving or evaluating instructions.

1. The student communicates instructions affectively in work related situations.

2. The student evaluates the instructions of others so he can proceed in task situations.

V. To develop a respect for workers and the place of work in our society.

A. Explains how work-related experiences make his leisure time more enjoyable.

1. The student identifies ways in which careers develop personal growth and independence.

2. The student describes ways in which careers allow him to move between work, play, and creative leisure.

B. Describes the social worth of work by identifying the contributions of a wide range of workers to the well being of society.

1. The student identifies people who have made contributions to society through their work.

2. The student describes the contributions made through work.

C. Describes how work can help ameliorate social problems.

1. The student can identify several ways in which work has changed man's environment in the past.

2. The student can describe social problems of today which future workers might help alleviate.

D. Understands the important and changing contribution of women to the world of work.

1. The student can cite examples of changes in society which are affecting the traditional division of labor by sex.

2. The student can describe the effects on men and women of stereotyped career roles for women.

E. Debates the ethic of individual success versus the ethic of collective striving for community well being.

1. The student identifies and relates goals and purposes to personal as well as to social well being.

2. The student describes instances of conflict situations between personal and social well being.

I. BROAD OBJECTIVE: To develop a positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

A. Performance Objective: Describes how he and others perceive his strengths and areas for growth.

1. Behavioral Objective: The student can describe his personal, social and academic strengths and relate them to school and work related tasks.
Evaluation: Use the Self Evaluation Form by having the student evaluate himself and compare with supervisor and co-worker evaluations. (Appendix A-1)

| Learning Activities | Related Subject And/Or Skill Areas | Suggested Resources |
|---|---|---|
| 1. Use small group team work experiences with observations on member's roles and contributions. | 7 - 8 - 9 | Peer Evaluation - can be used with counselor assistance. |
| 2. Develop an independent study program for each student involving a service activity for the classroom or school. | 7 - 8 - 9 | |
| 3. Administer standardized tests and interpret the results of students for example: | | |
| a. 7th grade-Stanford, SRA, Iowa | 7th grade | Aptitudes (appendix A-3) |
| b. 8th grade-Stanford, STEP | 8th grade | Your Life As a Citizen |
| c. 9th grade-ITED, DAT | 9th grade | Pages 468-472 |
| | | Counselor Assistance |
| 4. Provide a directed in-school work study program for volunteers. (see appendix for description) | 7 - 8 - 9 | Work Experience Program Progress Report (appendix A-19) |
| 5. Have students give examples of special abilities and discuss ways of evaluating special abilities. | 8-9th grade | Aptitudes (appendix A-3) Counselor Assistance |
| 6. Have students write an autobiography and suggest that they emphasize strengths and areas for personal growth. | 8-9th grade English | Planning My Future |

| Learning Activities | Related Subject And/Or Skill Areas | Suggested Resources |
|---|---|---|
| 7. Assign: "Develop a resume or data sheet listing the major things about yourself that you believe might be of interest to an employer." | 7 - 8 - 9 English | What Employers Want - SRA |
| 8. Assign: "Set up your own report card for next year. Give yourself the grades you will earnestly try to achieve." | 7 - 8 - 9 (all subjects) | |
| 9. Have students keep an activity log and analyze in terms of: interests, goals or values, and abilities. | 7th grade | |
| 10. Have the class play "animal game". If I could be any animal in the jungle I would be _____ because _____. Make a second round explaining the answers they give to this question: I am most like what animal in the jungle because _____. Discuss the level of aspiration and perception of reality by group members. | 7th grade | Film: Goals and Dreams |
| 11. Discuss: "Is it really possible to go from 'rags to riches' in America today. Can ability and hard work guarantee success for all Americans?" | 8-9 grades | |
| 12. Have the class name some occupations requiring special kinds of personality traits. | | Estimate of Worker Trait Requirements for 4000 Jobs |
| 13. Define: reliability and cite examples from the classroom. | | |
| 14. Discuss: "Does self-respect require continued feedback from others?" | 8-9 grades | |
| 15. Define: "temperament" consider how an individual feels or thinks in different situations. | 8-9 grades English Social Studies Health | Film: You and Your Attitudes Charting Your Job Future SRA, pages 30-37 School Psychologist Assistance |
| 16. Have the counselor or teacher-advisor review the student's cumulative folder with him after a class discussion of cumulative record data. | 7 - 8 - 9 | Mock ups of fictitious cumulative record materials. |

| Learning Activities | Related Subject And/Or Skill Areas | Suggested Resources |
|---|---|---|
| 17. Have the students fill out the Personality Checklist. | 8-9 grades | Personality Checklist (appendix A-4)<br>What To Do After High School<br>Film: Improve Your Personality<br>Film: Facing Reality |
| 18. Discuss self concept and the exploration of personal characteristics on a depersonalized non-threating basis. | 8-9 grades<br>Music | Records: I Am a Rock<br>I've Come to Look at America<br>John Cory |
| 19. Have students design a school report card that they feel is better than the one used. | | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

A. Performance Objective: Describes how he and others perceive his strengths and areas for growth.

2. Behavioral Objective: The student can describe individual differences and identify some of the factors accounting for these differences.
Evaluation: Have the students describe specific ways in which people differ and at least two possible reasons for each difference, i.e. (a) height - nutrition, heredity; (b) interests - experience, skills.

| Learning Activities | Related Subject And/Or Skill Areas | Suggested Resources |
|---|---|---|
| 1. Discuss the differences between heredity and environment | Health 7-8-9 | Psychology Chapter 9 "Heredity and Environment" |
| 2. Have students give reports on biographies of famous people showing the influences of heredity and environment on their lives. | 8-9 grade Language Arts Social Studies | Whatever Became Of (1970) |
| 3. Have students try to identify factors leading to individual differences within their families. e.g. ordinal position | | Film: Personality and Emotions |
| 4. Discuss what has influenced who you are today: Examples of family, travel, extra curricular activities, list others. | | Film: What's Your Opinion: Making a Decision in the Family |
| 5. Role play or dramatize a "This is Your Life" program. | English Speech | |
| 6. Chart estimated height distribution of students in three grade levels. | Math 8-9 Health 8-9 | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

B. Performance Objective: Describes himself in terms of his developing abilities, values, and interests.

1. Behavioral Objective: The student can describe his work related abilities.
Evaluation: a. Administer the Interests and Abilities Quiz (appendix A-13).
b. Have the students orally or on paper describe his major school skills by ranking on a quarter basis with his class. (grade 9).

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Discuss the potential advantages and limitations of standardized tests and interpret the results. (see A-1) Compare tests as samples and group predictors with political polls. | 8-9 grade Social Studies Health | Aptitudes (appendix A-3) Counselor or School Psychologist Assistance |
| 2. Administer work samples normed by employer requirements and junior high norms and interprets the results. | | Work Experience Program (appendix A-19) |
| 3. Review with the student his school record, add student's self estimates and descriptions to his folder. | | Teacher-Advisor or Counselor |
| 4. Have each student fill out a personality rating scale. Discuss which traits are related to work skills. | | Personality Rating Scale (appendix A-5) |
| 5. Relate the items on the Personality Checklist to occupations. (appendix A-4). | | Filmstrip: Preparing for the World of Work<br>Film: Improve Your Personality |
| 6. Have each student fill out the How Are Your Work Habits? form and discuss classroom examples. (appendix A-6) | | |
| 7. Have each student fill out Test Your Own Career Aptitudes (appendix A-7) | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 8. Discuss examples of the need for effort and action as well as ability to achieve success. e.g.<br>a. Pierre & Marie Currie performed 5,677 experiments in the discovery of radium.<br>b. James Watt worked twenty years on his steam engine.<br>c. Noah Webster labored on his dictionary for thirty-six years. | Science<br>Social Studies | Film: Going Places<br>Manpower and Economic Education, Opportunities in American Life |
| 9. Have students survey employers as to the good skills or lack of skills of recent employees hired. | 8-9 grade | Community Resource Center |
| 10. Explain test score percentile rankings. | 7-8-9<br>Math | |
| 11. Have committees prepare reports on the relationships of school subjects, occupations and aptitude or achievement test scores. | | Worker Trait Requirements for 4,000 Jobs |
| 12. Show and discuss the film "Aptitudes and Occupations" | 8-9 grade | Film: Aptitudes and Occupations |
| 13. Have students make drawings or self-portraits and ask:<br>a. How do you see yourself?<br>b. What traits or skills do you have that you like?<br>c. What traits or skills would you like to develop? | 7-8 graders<br>Art | |
| 14. Have students interview their favorite teacher in elementary school or previous junior high school teacher to discuss the student's abilities and achievements. | 7 - 8 - 9 | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

B. Performance Objective: Describes himself in terms of his developing abilities, values, and interests.

2. Behavioral Objective: The student can label his personal values and relate them to work situations.
Evaluation: Have the students describe three personal values and indicate at least one occupation for each value that supports his values. This could be part of the 3 year high school planning for ninth graders. Seventh graders could focus more on definitions of values.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Develop the identification of values by first describing the value systems of the student profiles in the Life Career Game. | 9th grade Social Studies | Life Career Game (See description in appendix A-8) |
| 2. Ask the class to develop a list of values and then have each student check those important to him or rate high, medium, low importance of each value. | | List of Values (appendix A-9)<br>What To Do After High School |
| 3. Have students administer the value inventories to workers in different job clusters | 7th grade<br>8-9 grade | Value Inventory grade 7 (appendix A-10)<br>Value Inventory grades 8-9 (appendix A-11)<br>Community Resource Center |
| 4. Role play some value conflict situations, i.e.<br>a. within the individual<br>b. between workers<br>c. between the worker and the organization | English<br>Speech<br>Dramatics | |
| 5. Discuss: "If a man does not keep pace with his companions, perhaps it is because he hears a different drum." Henry Thoreau | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 6. Discuss: "How would you define success? What values and specific goals are implied by your definition? e.g. power, fame, contentment, money." | | Manpower and Education Opportunities in American Life |
| 7. Discuss work performances and related ideas. Have students select occupations illustrating each of the following on a continuum and then pick the most and least preferred occupation.<br>a. Routine . . . Varied<br>b. Indoor . . . .Outdoor<br>c. Hazardous . . Nonhazardous<br>d. Precise. . . .Approximate<br>e. List others | 8-9 grades | |
| 8. Read and discuss the section on values in You Today and Tomorrow. | 8-9 grades | You Today and Tomorrow |
| 9. Have small groups discuss the Value Preference Exercises. Have the class make up more exercises. | 8-9 grades | Value Preference Exercises (appendix A-12) |
| 10. Have a committee research computerized dating. | Social Studies 9<br>Health 9<br>Home Ec. 9 | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

B. Performance Objective: Describes himself in terms of his developing abilities, values, and interests.

3. Behavioral Objective: The student can describe his interests and relate his interests to job clusters.
Evaluation: a. Ask the student to list all the possible ways as to how ones interests develop. i.e. social activities, sports, travel, hobbies, clubs, news media, entertainment, recreation, school activities, junior high school courses etc. b. Administer the Interests and Abilities Quiz (appendix A-13).

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have the students review their school class experiences and describe the high and low interest areas. Do the same for co-curricular and out of school activities. | 8-9 grade | What I Am Today--My Extra Curricular Activities and Interests (appendix A-14) |
| 2. Describe the interest areas on the Kuder or Ohio Inventories. Ask the students to rank their three highest and three lowest interest areas. Administer the inventory. Interpret the results and compare with the student's self estimates. | 9th grade | Kuder Preference Record<br>Ohio Interest Inventory |
| 3. Study the occupations and interest areas in the Kuder manual. | 9th grade | "Classification of Occupations According to Major Interests"<br>Kuder Preference Record<br>Vocational Form C |
| 4. Interview workers in different job clusters as to thier interests. | | Community Resource Center |
| 5. Study the Career Charts Relating careers, training, and school subjects. | all subjects | Career Charts |
| 6. Have students read and discuss Your Interests and Your Career. (appendix A-15). | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 7. For students who have had work or work related experiences administer the "My Work Experiences and My Interests." (appendix A-16) | | |
| 8. Debate: "Interests are more important than abilities in choosing electives or jobs." | | Filmstrip: Choosing Your Career |
| 9. Have students draw a series of cartoons illustrating a school activity for each of the Kuder or Ohio Inventory interest fields. | 7-8-9 | Manpower and Economic Education Opportunities in American Life |
| 10. Have students compare the nature of sections of newspapers or magazines they read. | English 8 Newspaper & Mass Media Units | |
| 11. Discuss the ways in which interests develop. Ask "Is there any value in doing things or taking subjects in which you are not interested?" | | |
| 12. Ask students to list occupations they reject as a way of revealing interests. | | |
| 13. Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationship to tentative career choices. | | |
| 14. Have a committee develop their own interest inventory. Administer to the class and discuss. | Social Studies 9 | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

C. Performance Objective: The student can describe his developing physical characteristics and relate them to job clusters. For example health, strength, manual dexterity, coordination, endurance etc.

1. Behavioral Objective: The student relates physical characteristics in a realistic manner to the various requirements of occupational fields. Evaluation: Have students analyze a sample of jobs in terms of physical characteristics. e.g. Long-distance truck driver, Banker, Nurse, Rodeo Performer, Firemen, Airline Stewardess, Librarian, Fashion Designer.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Interprets physical fitness tests in light of occupational requirements. | 7-8-9 Phy. Ed. | |
| 2. Compare the physical skills and characteristic requirements in various recreational sports activities and in various occupations. | 7-8-9 Phy. Ed. | |
| 3. Study the health and physical fitness characteristics of career patterns over a lifetime. | Phy. Ed. Health | |
| 4. Have students list occupations which have some very specific physical characteristic requirements. e.g. professional sports, heavy construction work, high speed assemply line work. | | |
| 5. Invite the school nurse in to discuss physical health as related to occupations. | Phy. Ed. Health | |
| 6. Debate: "Physical education programs should be required for all high school students." | Phy. Ed. Health | Jr. & Sr. High School Physical Education Handbooks |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 7. Ask for examples of jobs open only to fat people, thin people or normal weight people. | 8-9th grade | |
| 8. Have students consider requirements for jobs in terms of: hearing, eyesight, height, voice, energy level, general health, age. | | Newspaper help wanted ads, Ask the local representative of Bell Telephone Company for materials on voice. |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

C. Performance Objective: The student can describe his developing physical characteristics and relate them to job clusters.

2. Behavioral Objective: The student can describe his physical characteristics in terms of his present development, his relative strengths and weaknesses, and his goals for future development.
Evaluation: Have the students write a paragraph stressing the positive aspects of their physical development and capabilities.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Interprets the results of physical fitness tests to the students in terms of his present development. | 7-8-9 Phy. Ed. | |
| 2. Have students study case histories of people in various occupations who are good models of personal improvement of physical characteristics for their chosen occupational field. | 7-8-9 Phy. Ed. Health | |
| 3. Have students study and describe the physical requirements for several occupations and have them compare their physical characteristics and program of physical development with the occupational requirements. | 9th grade Phy. Ed. Health | |
| 4. Have students keep individual weight records. Record weight goals. | 7-8-9 Phy. Ed. | |
| 5. Administer and discuss As Others See You. | | As Others See You (appendix A-17) |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

C. Performance Objective: The student can describe his developing physical characteristics and relate them to job clusters.

3. Behavioral Objective: The student relates physical health to mental health and describes how both affect the work situation.
Evaluation: Have students define mental health and give examples of the relationship between mental and physical health in work situations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Make a case study of someone who has experienced physical and/or related mental problems caused by his job. | Social Studies 9<br>Health 9 | |
| 2. Interview workers in various work situations to determine physical and mental characteristics required to perform various jobs. | 8-9th grade | |
| 3. Interview workers to determine the physical and mental fatigue they experience. | | Film: Mental Health: Keeping Mentally Fit<br>Community Resource Center |
| 4. Have class members look for material on the growing practice of mental, physical, and psychological testing for admission to many schools and for employment. | 9th grade | School Counselor and School Psychologist |
| 5. Invite a personnel counselor or industrial psychologist to discuss the relationships between physical and mental health. | 7-8-9<br>Health | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

D. Performance Objective: Describes work as valuable in terms of its intrinsic satisfactions.

1. Behavioral Objective: Describes how several occupations would provide a means of expressing his personality and satisfying psychological needs.
Evaluation: Use a matching exercise with lists of needs and occupations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students in small groups of 2 to 6 describe some of their personality traits and share their observations of others. | | Personality Rating Scale (appendix A-5)<br>School Social Worker<br>Counselor<br>School Psychologist<br>Film: Junior High: A Time For Change<br>Filmstrip: Choosing Your Career |
| 2. Use the observations and interviews made during a field trip to develop personality requirements for various work roles. Ask the student to project themselves into the worker roles. | | Filmstrip: Trouble at Work |
| 3. Have students study the occupational descriptions in common references and develop personality trait descriptions. | | Occupational Outlook Handbook<br>Dictionary of Occupational Titles<br>Planning My Future |
| 4. Administer and discuss the Values Inventories (appendix A-10-11) | | |
| 5. Have the class develop a survey form Important Needs of Workers and survey occupational resources to determine the degree of need satisfaction achieved in various occupations. | | Important Needs of Workers for teacher-counselor reference (appendix A-18) |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 6. Have students survey others (parents, teachers, workers, etc.) to determine how they rank the various rewards of work. | | |
| 7. Use Learning Activities in Objective III-C<br>life style<br>leisure time<br>work values<br>work satisfactions | | |
| 8. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality. | | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

D. Performance Objective: Describes work as valuable in terms of its intrinsic satisfactions.

2. Behavioral Objective: Describes how several occupations would provide ways of satisfying his basic needs of livelihood.
Evaluation: Have students describe economic requirements for various life styles--salaries and fringe-benefits of occupations in various job clusters. In seventh grade emphasize part-time work and personal budgets and continue through with simulated family budget and occupation planning in ninth grade as emphasized by the Life Career Game.

| Learning Activities | Related Subject And/Or Skill Areas | Suggested Resources |
|---|---|---|
| 1. Have students study the salaries described in the want ads. Discuss the possible reasons for different salaries. | 7-8th grade | |
| 2. Discuss the suggested minimum budgets in the Life Career Game. Update these budgets based on student knowledge and current economic information such as census data. | 9th grade Social Studies | Life Career Game |
| 3. Ask students to describe a preferred style of life in terms of major expenditures and purchases in the future. | 8-9 grade | Film: Most For Your Money |
| 4. Have students convert various ways of paying salaries, i.e. hourly wages, monthly wages, percentage commissions, yearly wages. | 7-8-9 Math 9 grade Algebra | |
| 5. Have students compute the costs of future education on a yearly basis. | 7-8-9 Math Economics | A Date With Your Future<br>Money Management for the Young Adult |
| 6. Have students prepare a weekly budget for their school year. Have them look at short range and longer range financial goals and plans. | 7-8-9 Math Economics | |

| Learning Activities | Related Subject And/Or Skill Areas | Suggested Resources |
|---|---|---|
| 7. Have sub-committees examine the various types of paycheck deductions:<br>a. FICA<br>b. U.S. withholding tax<br>c. Other deductions: social security, union dues, health insurance, savings bonds. | 7-8-9<br>Math | The World of Work Series, Your Job and Success. |
| 8. Have the class study the financial aspects of family living. e.g.<br>a. life and health insurance<br>b. home ownership | 8-9 grade<br>Home Ec.<br>9 grade<br>Social Studies | 9th grade: Life Career Game<br>Filmstrip: What You Should Know Before You Go To Work |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

E. Performance Objective: Describes ways in which he can express himself through work.

1. Behavioral Objective: The student describes ways in which talents can be expressed through work and relates his own talents to work roles.
Evaluation: By open ended questioning or by providing lists of talents and occupations have the students match self described talents and occupations where the talents could be utilized.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students study biographies of people who have used their talents to achieve success and self-realization. | English<br>Social Studies<br>Reading | Film: Living Work of Albert Schweitzer<br>Film: Jackie Robinson |
| 2. Have students give illustrations of persons not utilizing their talents. | | |
| 3. Have students develop skits on various work settings. i.e. an assembly line, a sales conference, a hospital ward, a construction site. Discuss the talents or skills that seemed necessary to carry out the various roles. | English<br>Speech<br>Dramatics | |
| 4. Develop a free association exercise in which occupations are named and talents or skills that come to mind are described. | | Film: Goals and Dreams |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

E. Performance Objective: Describes ways in which he can express himself through work.

2. Behavioral Objective: The student describes ways in which interests can be expressed through work and relates his own interests to work roles.
Evaluation: By the use of opened questions or lists of interests and occupations have the students self described interests matched with occupations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students study the "Typical Day" literature on work roles and list interests expressed through the daily activities. | | |
| 2. Have students interview workers for "Typical Day" activities and describe the interests expressed. | | Filmstrip: On The Job: Four Trainees |
| 3. Use a free association exercise relating occupations and interests. | | |
| 4. Interview students in the work-experience program as to the expression of interest through their work. | 7-8-9 | Work Experience Program (appendix A-19) |
| 5. Have capable students review the Kuder and Ohio Interest Inventory Manuals and report to the class. | 9th grade | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

F. Performance Objective: Identifies the value he places on personal endeavor and achievement as compared to societal values.

1. Behavioral Objective: The student can describe his value system as it relates to his need to achieve.
Evaluation: See learning activity #3.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students share observations of each others competitiveness in school tasks. | 7-8-9 Phy. Ed. | Group Task Exercises (appendix 21, 22, 23) |
| 2. Discuss the student's family position (ordinal) as it relates to ones need to achieve. | Social Studies 8-9 Health 8-9 Home Ec. 8-9 | Filmstrip: The Future of the Family |
| 3. Discuss the results of the value inventories as it relates to a student's major values. | | Value Inventories (appendix A-14, A-15) |
| 4. Have committees study different examples of social values regarding achievement<br>a. American Indian tribes<br>b. A hippie commune<br>c. A Communist country etc.<br>Ask the students to compare their achievement values with the cultures studied. | Grade 7-8-9 Social Studies | Minnesota Project Social Studies Materials<br>Film: Journey to Nowhere |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

F. Performance Objective: Identifies the value he places on personal endeavor and achievement as compared to societal values.

2. Behavioral Objective: The student can describe his needs to achieve in comparison to workers in various roles.
Evaluation: (a) Analyze the student's autobiography for evidence as to degree of self awareness of achievement needs.
(b) Ask students to describe the differences in needs for achievement and needs to avoid failure among people.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students study the occupations seen on TV, motion pictures, and other media. Have students record what is displayed as desirable. e.g. adventure, power, status, income, etc. | English 8<br>Mass Media Units | |
| 2. Discuss the results of the Value Inventories in terms of the value placed on achievement. | | Value Inventories (appendix A-14, 15) |
| 3. Have students interview older people, such as grandparents, as to their views of hard work. Compare with views held by younger people. | | Community Resource Center<br>Filmstrip: The Tuned Out Generation |
| 4. Compare the effects of competition and cooperation in the classroom. For example: assign one half the class a small group report and the other half individual reports. Grade some on a group basis and some individually. Discuss the relative success of each method, the feelings generated, and the amount of competition and cooperation in our society. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 5. Have students describe people who they see as good models. Analyze the models values on achievement. | 7th grade Social Studies | Minnesota Project Social Studies Materials |
| 6. Role play some stereotyped work roles and the implied role conflicts. i.e. commission sales workers. | | Film: Effective Criticism<br>Film: The Quarterback |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

G. Performance Objective: Describes how he can contribute to society now.

1. Behavioral Objective: The student describes social organizations that he can contribute to.
Evaluation: A student listing of possible organizations or a student checking of the most appropriate organizations from a list, which can be compared on a pre and post test basis.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resource |
|---|---|---|
| 1. Have students conduct a school and community survey of service organizations, determine organizational objectives and requirements for service. | 7-8 grade Social Studies | |
| 2. Develop an independent study program for students involving a service activity for the classroom or school. | 7-8-9 | |
| 3. Invite representatives to speak from community volunteer organizations. | | Community Resource Center |
| 4. Invite representatives from local industries to describe how they use young volunteers. | 8-9 | Community Resource Center |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

G. Performance Objective: Describes how he can contribute to society now.

2. Behavioral Objective: The student describes ways by which he can personally contribute to social organizations.
Evaluation: Analyze student's written or verbal statements as to ways he can contribute to organizations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students use the Observation Guides for Teamwork with a school task and ask for a mutual sharing of observations. | 8-9th grade | Observation Guides for Teamwork (appendix A-21,22,23) Counselor Assistance |
| 2. Have students review their achievements in and out of school and list ways they have contributed to each activity, include elementary school. | 7-8-9 | Film: One Man's Opinion: What Do You Think Series |
| 3. In small groups have students use a Strength Bombardment Exercise in which each student verbalizes ways in which he can contribute to a task. | 8-9th grade | Strength Bombardment Exercise (appendix A-20) Counselor Assistance |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

H. Performance Objective: Demonstrates vocational maturity through personal involvement in the work task or related situations.

1. Behavioral Objective: The student actively participates in task and work related situations.
Evaluation: (a) Tally the number of activities the students participate in. (b) Use staff and possibly peer observations to judge the nature of student organizational participation.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask students to keep a log of their participation in certain school or out of school activities. Share the results and discuss the effects of active commitment upon the individual group. Include this in the student's folder. | 7-8-9 | Film: The Procrastinator |
| 2. Role play situations illustrating weak and strong commitments to a task. | 7-8 Language Arts 7-8 Social Studies | |
| 3. Have committees investigate such activities as summer school classes, recreation programs, camps, junior achievement etc. | 7-8-9 | |
| 4. Have students write an essay on "a school without bells". | | |

I. BROAD OBJECTIVE: To develop the student's positive attitude towards self through an awareness of his developing talents, values, and interests as they relate to work roles.

H. Performance Objective: Demonstrates vocational maturity through personal involvement in the work task or related situations.

2. Behavioral Objective: The student evaluates his participation in task and work related situations.
Evaluation: Student self descriptions which could be placed in the student's cumulative folder and judged for extensiveness, completeness, and realism as compared with other observers.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students compare their self descriptions of task participation with observations of others. | | |
| 2. Have students develop a device for evaluating task participation using the Observation Guides for Teamwork as a foundation. | | Observation Guides for Teamwork (Appendix A-21,22,23) Counselor assistance |
| 3. See Objective IV for group work evaluations. | | Counselor assistance |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

A. Performance Objective: Describes the decision-making process.

1. Behavioral Objective: The student identifies the major elements in the decision-making process.
Evaluation: Present a simulated problem situation and ask the student to describe the factors involved in making a decision.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have each student write down the decisions he made yesterday. Consider the motivation, the information gathered, alternatives for himself, the probability that an alternative could achieve his goals, the cost (time, effort, or money) required for each alternative. | | |
| 2. Discuss: "Deciding and Doing" What decisions do you make what things do you consider in making decisions. | Reading 7th grade Social Studies | "Deciding and Doing" Project Book 6 Social Studies Lab Units SRA |
| 3. Develop a real or mock investment club. | 7-8-9 Math Social Studies 9th grade | |
| 4. Use puzzles, games and exercises to illustrate the decision-making process. | 7-8th grade | Jigsaw puzzles, checkers, Parchesi, Monopoly, chess "NSSA Exercise" (appendix A-42) |
| 5. Discuss: "Once you make a choice of a job you should stick with it the rest of your life." | 8-9th grade | |
| 6. Discuss: "There is only one best occupation for any one individual." | 8-9th grade | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

A. Performance Objective: Describes the decision-making process.

2. Behavioral Objective: The student identifies the sequential nature of the decision-making process.
Evaluation: Using problem solving exercises have the students list the steps in decision-making in sequence.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Build a class outline of the process of decision-making for review and future reference. | 7th grade | "Examples of Key Steps in Decision-Making" (appendix, A-27) |
| 2. Make a visual presentation of the steps and sequence in the decision-making process. | 7-8th grade | An Introduction to Economic Reasoning |
| 3. Relate planning for contingencies with the current technological, social and economic trends in our society. | 8-9th grade | |
| 4. Analyze the steps each team is taking in playing the Life Career Game. | 9th grade Social Studies | |
| 5. Discuss the kinds of decisions people of varying age groups must make: 5 year olds, 13 year olds, 18 year olds, 25 year olds, 40 year olds, 65 year olds. | | |
| 6. Write an "occupational epitaph" for your tombstone. | English | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

B. Performance Objective: The student can predict the probable outcomes of decisions before he makes the actual decision.

1. Behavioral Objective: The student can describe the predictive nature of decision-making.
Evaluation: (a) 7th grade - ask the students to describe the general nature of prediction and the effects of "chance". (b) 8th and 9th grades - analyze the student's ability to predict the effects of educational planning, first in simulation activities and then in their personal planning and actions.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students use anonymous student records to develop expectancy tables for predicting school and post high school grades. Develop basic data tabulations and percentages. | 7-8-9 Math 9th grade Algebra | |
| 2. Have students play six to eight rounds of the Life Career Game. Use the formal scoring as well as the informal evaluation for some rounds. | 9th grade | Life Career Game Informal Scoring (appendix A-8) |
| 3. Make comparisons between weather forcasting and predicting the behavior of groups of people i.e. grades in school, job success. | Science 8-9 Social Studies 8-9 | |
| 4. Have students read autobiographies or biographies of famous people and predict the probability of success for other careers. | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

B. Performance Objective: The student can predict the probable outcomes of decisions before he makes the actual decision.

2. Behavioral Objective: The student can give supportive evidence for the realistic nature of his decision-making.
Evaluation: Judge the extensiveness and logic of the student's reasons for educational-vocational planning. See learning activity #3.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students practice expressing their tentative life style or career plans verbally. For example write a theme on "My Life in Ten Years" or give a speech on "My Future Career As A _____." | English Speech | |
| 2. Have students predict the reactions of significant other people (friends, teachers, parents) to their tentative career plans and then check out the predictions with the people. | | |
| 3. Have students include tentative goals with their three year senior high school plan sheets. | 9th grade | Educational Planning Sheet 9th grade, (appendix A-25) |
| 4. Discuss the expectancy tables in Learning Activity #1, Objective B-1. | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

C. Performance Objective: Exhibits responsibility for the consequences of his decision-making.

1. Behavioral Objective: The student demonstrates reasonable risk-taking by seeking choices in educational-vocational planning.
Evaluation: Observe the amount of student participation in designing learning contracts, independent study projects, and selecting elective courses.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| L. Provide choices for students in the selection of study topics and materials. Provide only logical consequences for the results of student decisions. | 7-8-9 (all subjects) | |
| 2. Debate: "good grades are necessary for success." | | |
| 3. Study examples from history of risk taking behavior. For example: 8th grade social studies unit, "The decision to drop the bomb." | | |
| 4. Discuss: "not to decide is to decide." | | |
| 5. See learning activity #5 in objective II-E-1. | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

C. Performance Objective: Exhibits responsibility for the consequences of his decision-making.

2. Behavioral Objective: The student demonstrates commitment to his choice by persisting in personally challenging activities when his goals are attainable.
Evaluation: Analyze the student requests or petitions for dropping and transferring courses, activities, or the number of requests, the logic of the requests, and the student's reasons.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask students to describe their reasons for course selection as they relate to his occupational goals. Do the same for course transfer requests. | | Teacher-advisor program |
| 2. Discuss the schools report marking, illustrate examples where a low evaluation could be described as a wise choice depending upon the individual's goals. | | |
| 3. Ask the students to list the activities they have engaged in that have been very difficult, include activities they withdrew from. Label the activities, voluntary or required, and describe how rewarding they were to the class. | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

C. Performance Objective: Exhibits responsibility for the consequences of his decision-making.

3. Behavioral Objective: The student can describe the natural consequences of his actions.
Evaluation: See Learning Activity #2.

| Learning Activity | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Discuss the various social-personal behavior situations that illustrate logical action-reactions. eg. being late to an appointment, job or interview. | | Teacher reference and for capable students materials on responsibility from the Alfred Adler Institute of Minnesota.<br>Film: Responsibility<br>The Friends You Make |
| 2. Show a segment of a film story or read a segment of a story situation and ask the students to predict the natural reactions and outcomes. | 7th grade reading<br>7-8-9<br>spec. or voc. class | |
| 3. Do some role playing with prescribed purposes, i.e. role a behavior that elicits anger, fear, affection or creates a mood or sense of authority, responsibility, dependency etc. | English<br>7-8<br>Speech<br>7-8<br>Dramatics<br>7-8 | |
| 4. Discuss predictability or trust of others. Define: character, reputation. | | |
| 5. Discuss the chance factor in predicting outcomes of behavior. | Math 9<br>Algebra 9<br>Social Studies 9 | 9th grade: Life Career Game Chance Cards |
| 6. For the male profiles in the Life Career Game use a simulated draft lottery number system instead of the "chance cards". | Social Studies 9 | |
| 7. Discuss "chance" as a mathematical concept. | Math 8-9<br>Algebra 9 | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

D. Performance Objective: Describes the interrelatedness of decisions made in different spheres of life and segments of time.

1. Behavioral Objective: The student relates the decisions he makes in home, school, leisure time, and work.
Evaluation: (a) 7th & 8th grades - ask students to describe relationships between the major spheres of life activities. (b) 9th grade - use the formal and informal scoring strategies for the Life Career Game.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students study the implications of various work roles, leisure time activities, and family life activities. | | Film: Nothing To Do |
| a. Survey the leisure time activities related to music and art. i.e. study the entertainment section of the newspaper and magazines, consider: costs, time involved, physical exertion, and specialized background or education needed for understanding. | 7-8-9 Art<br>7-8-9 Music | |
| b. Survey leisure time activities related to physical education and consider the factors listed in item a. | Phy. Ed. 7-8-9 | |
| c. After researching various occupations list the leisure time and family life implications of each occupation. Consider characteristics of occupations which have leisure time and family life implications such as: earnings, amount of routine, work schedule, physical exertion, emotional and mental exertion, and geographical mobility. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| d. Have students match two lists of occupations and leisure time activities. Survey workers and compare with the guessed lists. | | |
| e. Survey workers in various occupations for implications of their occupation for family life. | Social Studies<br>Home Economics | |
| 2. Play one or more rounds of the Life Career Game. | 9th grade Social Studies | Life Career Game |
| 3. Have students make a list of decisions that have to be made in considering marriage. | Social Studies 9<br>Home Economics 9<br>Health 9 | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

D. Performance Objective: Describes the interrelatedness of decisions made in different spheres of life and segments of time.

2. Behavioral Objective: The student describes how decisions made now can affect his future choices.
Evaluation: (a) Test with pencil-paper items the student's knowledge of education course sequences, grades 7, 8, & 9. (b) 9th grade - formal and informal scoring of rounds of the Life Career Game.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Play one or more rounds of the Life Career Game. Analyze the effects of year to year strategies. | 9th grade Social Studies | Life Career Game |
| 2. Have students study the educational sequences of junior and senior high school courses and specialized programs. | | Junior High School Registration Bulletin<br>Senior High School Registration Bulletin |
| 3. Have students study the developmental life experiences of workers in various occupations through biographical materials and interviews. Discuss how early life experiences influenced future choices and opportunities. | | Film: Facing Reality |
| 4. Have students project their life styles based upon their past experiences and their junior high school plans. | | |
| 5. Have the students write an occupational epitaph for their tombstone. | 8-9th grade English | |
| 6. Ask students to explain three decisions that they will have to make before choosing a vocation. | | |
| 7. Have students interview older workers who have been in several occupations. | | Community Resource Center |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 8. Have students construct their own personal time-space chart. Include events, locations, and people important to him and project the chart ten years into the future. Devise symbols or codes to indicate relative importance of relationships. A two or three dimensional chart is possible. | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

E. Performance Objective: Exhibits planfulness in the way he manages his resources to achieve individual goals.

1. Behavioral Objective: The student can describe how his use of time fits his goals.
Evaluation: (a) Analyze weekly logs of activities on a random basis.
(b) Analyze reasons for junior high and senior high course selection.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask the students to describe their reasons for the selection of their elective subjects. | 7-8th grade | Teacher-advisor program |
| 2. Have ninth graders develop a tentative three year senior high school course plan with three tentative career goals. | 9th grade | Life Career Game<br>Senior High School Registration Bulletin |
| 3. Use the informal scoring for the Life Career Game. | 9th grade | Informal Scoring<br>Life Career Game (appendix A-8) |
| 4. Ask students to describe the personal goals implied in selected student weekly time logs of home and school activities. | 7-8th grade | |
| 5. Have students develop a student description and evaluation of junior high electives. | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

E. Performance Objective: Exhibits planfulness in the way he manages his resources to achieve individual goals.

2. Behavioral Objective: The student demonstrates a commitment to planning by budgeting his resources for future goals.
Evaluation: (a) Analyze completeness and realism of educational planning. i.e. junior and senior plan sheets. (b) Analyze use of study time and money resources as related to student goals.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have the students play six to eight rounds of the Life Career Game. Then have the students develop their own profiles and play five rounds with their own profiles. | 9th grade Social Studies | Life Career Game |
| 2. Have the students keep weekly logs of their leisure, school, work, and home activities. Discuss how one plans his time. Compare logs and individual goals and priorities. | 7-8th grade | |
| 3. Have the students develop a budget for the school year. Discuss present short term and long term goals. | 7-8-9 Math<br>9th grade<br>Business | |
| 4. Show the film Next Year is Now which illustrates the importance of planfullness. | | Film: Next Year is Now |
| 5. Discuss the importance of planfullness. Emphasize that educational-vocational planning may affect ones whole style of living.<br>a. choice of vocation may determine wealth<br>b. choice of vocation may determine whether he is employed or unemployed<br>c. may determine whether he enjoys or hates his work<br>d. may determine whether he is a success or failure by his standards. | 7 & 8th grade course selection<br>9th grade senior high planning | Teacher-advisor Counselor Assistance |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

F. Performance Objective: Identifies and utilizes the major informational resources needed in educational-vocational decision-making.

1. Behavioral Objective: The student examines critically the career advice given by significant others.
Evaluation: (a) 7th grade - ask the students to describe significant others and the influences they have. (b) 8-9th grade - ask the students to criticize the advice given in simulations either written or video taped.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Discuss with students who are significant people in their lives. Example questions might be: "Who do you go to for advice, to share your successes?" etc. | | |
| 2. Ask students to describe the people who have influenced them the most. Discuss the nature of this influence. | | |
| 3. Develop a student to student advisor system. i.e. 9th graders advising 7th graders. Analyze different reactions and advice given by students, teachers, counselors, parents. | | Counselor<br>Teacher-advisor |
| 4. Ask students to interview adults such as teachers, parents, people in the community, using a hypothetical vocational choice. Compare the different advice given based on the same information. Look at age, sex, occupation, and relationship to the advice given. | | |
| 5. Discuss and illustrate persuasive advice giving and sources of bias. i.e. advertising in the mass media, political campaigns, etc. | English<br>Speech<br>Social Studies | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

F. Performance Objective: Identifies and utilizes the major informational resources needed in educational vocational decision-making.

2. Behavioral Objective: The student identifies and utilizes appropriate criteria for evaluating occupational information.
Evaluation: See Learning Activity #2.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask capable students to present the "Guidelines for Preparing and Evaluating Occupational Materials" to the class. | | Occupational Information |
| 2. Have students compare the occupational information from several print and non-print sources in terms of objectivity and correctness. | | |
| 3. Have a committee report on good examples of sources of vocational information. | | |
| 4. A committee report on examples of poor sources of vocational information due to the resources being dated, biased, or simply incorrect. | | |
| 5. Ask 9th grade students to assist in developing and maintaining the Career Development Resource Center for 7-8-9th graders. | 9th grade | Career Development Resource Center<br>Library Club |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

F. Performance Objective: Identifies and utilizes the major informational resources needed in educational vocational decision-making.

3. Behavioral Objective: The student can identify career stereotypes as presented in the mass media and occupational information sources. Evaluation: Have the students match objectives or descriptive statements of stereotypes and careers (see learning activity #2).

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students stage a "What's My Line" TV show and utilize dress, manner and speech to illustrate occupational stereotypes. | Language Arts<br>Social Studies | |
| 2. Using Osgood's Semantic Differential Technique make a list of adjectives describing stereotyped occupations. | | |
| 3. Develop and discuss the rationale for co-educational junior high school home economics and industrial arts. | Home Ec.<br>Industrial Arts | |
| 4. Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed. | English 8<br>Mass Media Units | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

G. Performance Objective: Identifies those factors taken into consideration by an employer when choosing from several job applicants.

1. Behavioral Objective: The student can describe the training or education required for entry into several job clusters.
Evaluation: (a) Use paper pencil test items to check the student's knowledge of the relationship between high school subjects and occupations. (b) Use paper pencil tests and judge the logical planning of the junior and senior high school course plan sheets to measure knowledge of occupational educational requirements.

| Learning Activity | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students study the want ads for the training required for occupations in different interest areas and socio-economic levels. | 7-8-9 | Filmstrip: Preparing For The Jobs of The 70's |
| 2. Have students play two rounds of the Life Career Game where employment is considered. | 9th grade Social Studies | Life Career Game (appendix A-8) |
| 3. Use the skills of school subjects in work related school tasks such as the math activities in planning a class party. | | |
| 4. Have students interview workers as to their education and work training. See if there is a relationship between their high school courses and their occupation. | 8th grade | |
| 5. Study print materials that describe job qualifications. | 7th grade reading spec. or voc. class 7, 8, 9 | Occupational Outlook Handbook<br>Training For a Job |
| 6. Study the senior high registration and orientation materials to determine the sequential educational requirements for various programs. | 8-9th grade | High school orientation and registration materials. |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 7. The class or committees could list all the jobs they think a certain school subject would prepare them for. | | |
| 8. Play "What's My Line - A School Subject Occupations Game." Use any high school subject and have each student give an example of how a person in that occupation would use the application of that school skill and have a panel guess the occupation. | 8th grade<br>English<br>Math<br>Science<br>etc. | |
| 9. Invite senior high school personnel to explain educational programs and their relationship to occupations.<br>a. counselors<br>b. work study coordinators<br>c. department chairmen<br>d. activity coordinators | | |
| 10. Have students fill out and discuss the Educational Planning Sheet in Grade 7, review in Grade 8, Grade 9 should include a tentative senior high school plan. | 7-8-9 | Grade 7 & 8 Educational Planning Sheet (appendix A-24)<br>Grade 9 Educational Planning Sheet (appendix A-25) |
| 11. Debate or discuss: "What is the most important subject in school?" | | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

G. Performance Objective: Identifies those factors taken into consideration by an employer when choosing from several job applicants.

2. Behavioral Objective: The student can describe the personal qualifications for entry into several job clusters.
Evaluation: (a) Make up sample ads and questions about the meaning of abbreviations, technical jargon, etc. (examples: wk. emp. ben., shift work, tech. bk. gd., H.S. Grad, sal. fee pd.) (b) See II A-3 evaluation.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students analyze the employment want ads to determine the obvious and implied personal qualifications. | 8-9th grade | |
| 2. Use a "group work preference exercise" to assist students in dividing into task groups. Analyze the personal factors that they considered in their selection of fellow workers. | | Group Work Preference Exercise (appendix A-26) |
| 3. Discuss the validity of such employer preferences as age, sex, appearance, and marriage status, etc. | | |
| 4. Role play and video tape simulated employment interviews which illustrate various personal characteristics that can show up in an interview. For example: appearance, manners, mannerisms, speech. | 8-9th grade<br>Language Arts<br>Social Studies | |

II. BROAD OBJECTIVE: To develop decision-making skills and an awareness of the results of decisions to give him a sense of destiny control.

G. Performance Objective: Identifies those factors taken into consideration by an employer when choosing from several job applicants.

3. Behavioral Objective: The student can describe the qualifications for promotions in several job clusters.
Evaluation: (a) 7th grade - ask students to list general employment qualifications. (b) 8th grade - ask students to list or describe specific employment qualifications by areas. (c) 9th grade - have students describe specific qualifications for preferred occupations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students interview people in supervisory positions as to criteria for and the process of promotion. | | Community Resource Center |
| 2. Read selections of the book The Peter Principle and discuss. Sharp 9th graders could review this book and report to the class. | 9th grade | |
| 3. Have students study the in-service educational opportunities in various occupational fields by interviewing and use of printed resources. | | |
| 4. See Objective III-A, B, and C. | | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

A. Performance Objective: Identifies and explores broad occupational areas.

1. Behavioral Objective: The student can describe the worker role requirements in various occupational areas.
Evaluation: Paper-pencil test student knowledge of occupational requirements: occupational mobility, deferred rewards, degree of risk-taking, and social role expectation.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students identify jobs that require geographical mobility, i.e. local firm vs. national firm, small firms vs. chain store, migrating workers. | 7-8th grade Social Studies | General Teacher and Student Reference for Objective III Manpower and Economic Education: Opportunities in American Economic Life |
| 2. Have students present some case studies either personal or researched of families who have moved or been transferred much and little. Compare the possible advantages and disadvantages of geographical mobility. | | |
| 3. Have students interview a moving van company to determine the number of families moved, location, costs, and effects on families that they observe. | Math English | |
| 4. Have students compare the want ads from newspapers from four different locations. On a Minnesota map have students indicate where particular occupations are generally located. i.e. lumberjack, miner, auto assembly worker, etc. | 7th grade reading 7-8 spec. or voc. class | |
| 5. Study the amount of immediate and long term rewards in various occupations. Consider personal and intrinsic rewards, social or status rewards and economic rewards. | | Holding a Job |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 6. Have students compare the amount of risk-taking implied in various occupations. i.e. the entry risks of professional athletes and entertainers. The financial risks of commission sales and farm operators. The physical dangers of mining and steel construction workers. | 8-9th grade<br>Phy. Ed<br>Health<br>Math | General Teacher Reference for Objective III<br>The Social Psychology of Education<br>Man in a World at Work |
| 7. Study some of the social roles and demands expected of various occupations. For example: religious work, teaching, police work, sales work, bank clerk. | Social Studies | |
| 8. Compare work roles actually required with the stereotyped roles.<br>a. Interview community workers and employers as to social role expectations of various jobs.<br>b. Bring in community speakers to discuss the social demands of occupations they are familiar with. | 8-9th grade | Community Resource Center |
| 9. Play a "nickname of occupation matching game." For example, cop, grease monkey, strawboss, leatherneck, saw bones, frogman. Discuss possible stereotypes of the occupations implied by the nickname. | 7th grade | |
| 10. Want Ads Survey: Have students compare the appeal to a certain type of personality in various job ads. | 8-9th grade | |
| 11. Have students interview school personnel about rules, policies, and expectations that guide adult work in the school. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 12. Discuss safety rules of shop and laboratory classes and relate these rules to work roles. | Science, Art Industrial Arts Home Economics | |
| 13. Have students make a list of words describing "good workers" in various occupations. | 7th grade English | |
| 14. The following working rules were imposed on the employees of a Chicago department store: -The store must be open from 6 a.m. to 9 p.m. the year around. -Each employee must pay not less than five dollars per year to the church and must attend Sunday services regularly. -Men employees are given an evening a week for courting and two if they go to the prayer meeting. (quoted from 1857 handbook) Discuss: "How would employees today feel about these rules?" Compare samples of current employees orientation booklets. | 8-9th grade | Company Employees Orientation Handbooks |
| 15. Dramatize (or role play) several occupations represented by parents of class members or workers who students might observe in the community. | English Drama 7-8-9 | |
| 16. Choose some fictional characters and write job descriptions for each, i.e.: Don Quixote, John Henry, Johnny Appleseed, Lady Godiva, Li'l Abner, etc. | | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

A. Performance Objective: Identifies and explores broad occupational areas.

2. Behavioral Objective: The student can describe how social and economic changes and trends affect worker roles and employment opportunities.. Evaluation: See "Suggested Career Development Test Items" in the appendix A-49 & 50.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have each student write a theme on "What I Think the Job World Will be Like Twenty Years From Now." | English 8-9<br>Social Studies 8-9 | |
| 2. Interview State Employment Service workers as to the effects of business cycles and changing technology on employment opportunities. | Social Studies 8-9 | Publications of the Minnesota Department of Employment Security:<br>a. Minnesota Health Service Survey<br>b. Minneapolis-St. Paul Area Shortage Occupational Study<br>c. Summary of Current Economic Facts and Labor Force Data<br>d. Minnesota Shortage Occupations Study |
| 3. Show the film "Grapes of Wrath" and discuss the effects of unemployment then and now. | 9th grade English | |
| 4. Study the publications of the Bureau of Labor, State Employment Service, The Federal Reserve Board, the National Economic Advisory Council and The Minnesota Department of Education. | | Job Guide For Young Workers<br>Encyclopedia of Careers and Vocational Guidance<br>Careers With The State of Minnesota<br>Career Opportunities Through Apprenticeship<br>Paramedical Training in Minnesota |
| 5. Have the students use their imagination and write a job description for a position in 2170. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 6. Graph various economic indices such as the stock market averages, the gross national product, percentage of unemployment, and other economic data reported in the media. | 7-8-9 Math | U.S. News and World Report |
| 7. Have a committee study the effects of data processing upon the work roles of various people in schools - teachers, counselors, secretaries- and in the community. | | Automation, The Magic Key To Your Job<br>Automation, Hero or Villain World Week Magazine, Nov. 11, 1964, pp. 14-16. |
| 8. Identify worker functions or roles which are common to past and present occupations and might be found in the future. i.e. personal service activities. | | |
| 9. Bring community resource speakers in who can talk on work role changes. | | Community Resource Center |
| 10. Have students develop a list of obsolete jobs, dead end jobs, status quo jobs, and bright future jobs.<br>a. use historical sources<br>b. interview senior citizens and current workers<br>c. use old print materials such as the DOT<br>d. current employment projections | | Film: Preparing for Jobs of the 70's |
| 11. Define: Automation, Cybernation<br>Discuss: the effects of automation pro and con. For example: if you were a coal miner who was replaced by a machine, how do you think you would feel about automation? Discuss "Is it possible that this automated age will outmode people to the point that machines rather than humans will be in control of society?" | | Film: Automation: What it is and What it Does<br>Automation and Employment |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 12. Have a committee report on labor conditions from the middle ages to the present. | 8th grade Social Studies | |
| 13. Set up a committee to scan the news media for new products or services announced through out the year. As they report periodically, discuss the effects on occupational opportunities. | English Science Social Studies | |
| 14. Have students read accounts of the 1929 crash and depression of the 1930's Discuss the implications for workers. | 9th grade Social Studies | Since Yesterday, The Nineteen-Thirties in America |
| 15. Compare vacations of father and grandfather generations, speculate about future trends. Do the same for a definition of work day and work week. | | "Make Way for Shorter Work Week: U.S. News and World Report March 8, 1971 or Reader's Digest June 1971 |
| 16. Have a report on why the national holidays were changed. | | |
| 17. Using the library and interviews with senior citizens report on the secondary school curriculums of 50 years ago. | | |
| 18. Study the percentage increases in the number of jobs by geographical region and discuss possible explanations. | Geography Math | Income Distribution in the U.S. Latest edition, U.S. Bureau of the Census Our World of Work (1970) |
| 19. Discuss the meaning of the statement "Fear of the future gives opportunity in the face of disaster." | English 8-9 | |
| 20. Debate: "Resolved that opportunities for a person to go into business for himself today are as numerous as in the 1900's." | Social Studies 8-9 | |
| 21. Conduct a poll of students' occupational aspirations. Discuss the results in terms of a "balanced economy", employment trends, and occupational requirements. | 9th grade Social Studies | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 22. Discuss the changes in the work world since Whitman wrote: "I Hear American Singing." Try to create a poem describing workers today. | English Creative Writing | Leaves of Grass, Walt Whitman Oventine Press. New York 1931, pp. 11-12. |
| 23. Examine current "counter culture" regarding attitudes towards work. Consider to what extent economics has been an influence - affluence, freedom from want etc. | 8-9 | Current Literature Periodicals |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. Performance Objective: Identifies and utilizes non-technical resources available for gathering information about occupations.

1. Behavioral Objective: The student obtains occupational information from school and mass media materials.
Evaluation: See "Suggested Career Development Test Items". (A - 49 & 50)

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Study the junior and senior high school registration bulletins as well as post high school, college, trade and technical school bulletins. Develop the reading and specialized vocabulary skills needed to understand school catalogues. Such words as: prerequisite course, semester, quarter, BA, BS, MA, PhD, credits, curriculums, equivalent courses, tuition, academic, journeyman. | English Reading | Secondary school registration materials. College, trade school, technical school bulletins. Film: Where the Action Is Directory of Courses Offered in Area Vocational-Technical Schools |
| 2. Study the charts, graphs, and other numerical data in the census, Department of Labor and other economic and occupational publications. | 7-8-9 Math 8-9th grade Algebra | |
| 3. Study the "Career Charts" and how they relate to the materials in the Career Development Resource Center. Have students research careers in different levels and interest areas. | All Subjects | |
| 4. Assign reviews of non-fiction books with career development themes. | English | |
| 5. Assign reports on occupations utilizing films, filmstrips, and video-tapes. | | Audio-Visual Guidance Materials An Annotated Bibliography and Directory of Minnesota Sources. Minn. Dept. of Education (1970) |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 6. Have a bulletin board committee show the method of classifying jobs according to the Occupational Outlook Handbook. | 9th grade Social Studies | |
| 7. Have students develop audio tapes and slides on job descriptions for use in the class and the school. | | |
| 8. Have students evaluate print and non-print materials for quality and suggested uses with other students. Consider such things as source and recency of publications, reading and interest level, realism and objectivity. | | Occupational Information |
| 9. Have students write employment want ads--both help wanted and positions wanted. | English | |
| 10. Have committees classify jobs in the employment ads by:<br>a. industry<br>b. interest<br>c. worker description<br>Report to the class on which is the most helpful classification. | 9th grade | |
| 11. Have a committee report on the development of public education including land grant colleges, vocational-technical schools, and educational financing. | | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. Performance Objective: Identifies and utilizes non-technical resources available for gathering information about occupations.

2. Behavioral Objective: Obtains actual or simulated work or work related experiences.
Evaluation: (a) Record the amount of student participation in work related experiences. (b) See learning activity #4.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Use a school work experience program by having student workers describe the occupational information they have learned from their participation in the program. | 7-8-9 | Work Experience Program (appendix A-19) |
| 2. Have students describe their part-time work experiences and the occupational information they have gained from the work experience. Discuss the variety of work experiences available to a junior high student. | 7-8-9 | Wanting a Job |
| 3. Discuss the value of summer job try outs. | 8-9th grade | |
| 4. Role play job interviews. Play a videotape of a job interview. Ask the students to identify good and bad applicant interview behaviors or develop a job application game with teams of players, scorers, and observers. | 7th grade reading<br>7-8-9 spec. of voc. classes | Film: Personal Qualifications for Job Success<br>Personal Interview (appendix A-28) |
| 5. Bring in senior high school students who are participating in the work-study program as class speakers. | | |
| 6. Develop a time clock approach to selected shop and lab activities. | Lab<br>Shop Class | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 7. Have students obtain their social security cards. | 8th grade Social Studies | |
| 8. Develop skits portraying ineffective workers. | 7th grade Speech, Drama | Your Personality and Your Job |
| 9. Have each student write an employment letter of reference for a friend after a discussion of the values of letters of reference for both the employer and the employee. | | |
| 10. Each student could write a "Situation Wanted" ad after studying those in the newspaper and using as a basis the hoped for training the student will have when entering the job market. | | |
| 11. Have students compute the costs of getting a job through a private employment agency. | Math 8-9 | 7th grade: Looking for a Job |
| 12. Tape and play back simulated job interviews for voice quality, video-tape for posture, appearance factors such as health and grooming. | | Body Language<br>Merchandising Your Job Talents |
| 13. Have students fill out example employment application forms and applications for post high school training. | | |
| 14. Have a committee report on child labor laws. | 7-8th grade Social Studies | |
| 15. Create a production company. | 8-9th grade Industrial Arts | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

B. Performance Objective: Identifies and utilizes non-technical resources available for gathering information about occupations.

3. Behavioral Objective: Obtains occupational information from community resources.
Evaluation: (a) Observe interviewing skills. (b) Record the amount of student information-seeking activity. (c) Analyze student work station observation reports.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Invite a local personnel manager to interview students for an imaginary position in his firm. Video-tape and critique the applicants interview behavior. | 8-9th grade | Community Resource Center |
| 2. Provide an opportunity for students to observe workers in the students areas of vocational interest. | 7-8-9 | Community Resource Center |
| 3. Invite a State Employment Office representative to talk on job seeking techniques and overall job prospects. | 8-9th grade | |
| 4. Invite recent graduates and dropouts to speak to the class on their occupational experiences. | 8-9th grade | |
| 5. Develop a "Career Days Program". | 7-8-9 | Career Days Program (appendix A-29) |
| 6. Have students spend a day with parents or close friends at their place of employment. Report back to the class on various occupations observed. | 7-8-9 | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

C. Performance Objective: Studies workers in various occupations to learn their satisfactions and dissatisfactions.

1. Behavioral Objective: The student identifies the multiplicity of interests and needs that may be satisfied in two or more broad occupational areas.
Evaluation: Have students match interests and needs such as: creativity with occupations. See learning activity #6.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students develop a visual presentation on "One Man's Work - Another Man's Leisure." | Art 8-9 | Opportunities in American Economic Life |
| 2. Interview workers in two occupational areas as to their hobbies, creative leisure activities, try to determine if their work relates to their creative leisure activities. | 7-8 | |
| 3. Have students make up interests, hobbies, leisure activities for various occupations. Ask for their rationale and attempt to confirm by research, interview and print and non-print materials. For example:<br>Job Description / Predicted Leisure Time Activities<br>works outside<br>works inside<br>stands in his work<br>sits at a desk<br>works with his hands<br>works long hours<br>earns much money<br>etc. | | |
| 4. Debate: "Is work just a necessary evil or is it really fun?" | | Satisfaction Guaranteed |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 5. Have students make up cartoons illustrating various attitudes towards work, i.e. "The instinct of workmanship", "Some people can't leave their work behind", "Is the life of ease really the good life?" | Art 8-9 | The Instinct of Workmanship |
| 6. Develop with the class the needs of workers. i.e. economic security, recognition, mastery and achievement, creativity etc. and have the students indicate which seem important to you, and as students in school how do you get some of these needs fulfilled? | | A Man's Work |
| 7. Discuss the Case Study #1 "Happy Workers in the Slaughter House" (appendix A-30). | | |
| 8. Have students read, "Nina Starr Braunvald: Mother is a Surgeon" and answer the questions:<br>a. What satisfactions does she get from her job?<br>b. What limitations does her job place on her family and social life? | | Profiles in Success, Forty Lives of Achievement |
| 9. Have students conduct a worker satisfaction study of various job clusters. Compare salary, security, working conditions, hours, companionship, etc. | | |
| 10. Debate or discuss the question of whether or not a person must work to be happy. | | |
| 11. Also see Objective I-B-3 and I-C-I. | | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

C. Performance Objective: Studies workers in various occupations to learn their satisfactions and dissatisfactions.

2. Behavioral Objective: The student can identify the sources of potential frustrations and dissatisfactions of workers.
Evaluation: See learning activity #3.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Discuss the Case Study #2 "Aircraft Worker" (appendix A-31) | 8-9 grade | |
| 2. Discuss the frustrations, reactions to changing values, economic trends automation, and the dehumanization of assembly line work. | 9th grade | The Blue Collar Workers Low Down Blues, Time, Nov. 9, 1971, pps. 68-75. |
| 3. Have students make up a list of specific types of physical, psychological, and social conditions of a job which would have good or bad effects on work behavior. For example: | | |
| 4. Have students list the factors (in the order of importance) that contribute most to job satisfaction and dissatisfaction. Compare with current research. | | |
| 5. Examine particular frustrations in given job classes i.e. public employees, women's occupations. | | |
| 6. Keep a scrapbook of labor disputes. e.g. the recent railroad strike and the issues involved. | | |

| Good | Bad |
|---|---|
| plenty of light | very loud noise |
| a chance to work at your own speed | supervisors who are constantly checking on you |
| friendly fellow workers | fellow workers who talk all the time |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

C. Performance Objective: Studies workers in various occupations to learn their satisfactions and dissatisfactions.

3. Behavioral Objective: Elicits information as to the financial compensation received with training and experience in the preferred occupations.
Evaluation: Ask students to describe the variety of financial compensations associated with various occupations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Survey the newspaper accounts of occupational salary raises and compare with figures on the cost of living. | 7-8-9 Math | |
| 2. Survey occupational materials and workers to develop career patterns in various occupations include age of entry, promotions, financial compensations, inservice training, vertical and horizontal mobility. | 7-8-9 | Job Study Guides (appendix A-32,33,34) |
| 3. Discuss financial compensation as not only salary but fringe benefits, stock options, travel expenses, etc. | 7th grade reading spec. or voc. classes | Starting a Job |
| 4. Conduct a student poll as to how they would pay persons in different occupations and compare with the "Minnesota Poll." | | Minnesota Poll: Professional Men Rated High Pay Minneapolis Tribune, 1970 |
| 5. Study the various payroll deductions, i.e. taxes, social security, insurance. | 7-reading 7-8-9 spec. or voc. classes | Changing a Job |
| 6. Negotiate a collective bargaining contract with students - include mutual expectations, work roles and rewards in the classroom. | | |

| Learning Activity | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|

7. Also see the previous objective, i.e. labor disputes and compensation and the scrapbook activity.

8. Also see Objective I-C-2.

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

C. Performance Objective: Studies workers in various occupations to learn their satisfactions and dissatisfactions.

4. Behavioral Objective: Discovers the ethical questions which confront workers in the preferred occupations and studies the ways workers have developed solutions.
Evaluations: (a) 7th grade, see learning activities #4 & #5.
(b) 8-9th grade, see learning activity #3.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Identify and discuss how ethical standards differ in various societies. | Grade 7 Social Studies Anthropology Units | |
| 2. Have students survey various occupations and obtain published codes of ethics. Discuss the reasons for codes and the limitations. | 8-9th grade | |
| 3. Discuss the differences in ethical responsibilities of: salesmen, physicians, research scientists, newspaper reporters, TV comedians, artists. Consider: "Who enforces the ethics of each group?" "Are there laws for each group?" | 8-9th grade | |
| 4. Discuss what is the written and/or unwritten code of citizenship for the school. | 7th grade | |
| 5. Ask students to give examples of value questions and conflicts from their school experience. i.e. observing a fellow student breaking a school rule, and debate whether to report the violation. | | |
| 6. Invite the Better Business Bureau to describe the ways the business community attempts to control illegal or unethical practices. | 8-9th grade | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 7. Discuss or debate legal or voluntary codes of ethics. | 9th grade Social Studies | |
| 8. Discuss the question: Are codes of ethics enforceable? | 9th grade Social Studies | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

D. Performance Objective: Identifies the sources of power and authority in work situations and describes their effects on the worker.

1. Behavioral Objective: The student is able to describe formal and informal power structures in work and related situations.
Evaluation: (a) 7th grade - have student chart classroom and school power structures. (b) 8-9th grade - have students chart community organizations including informal elements.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask the students to draw an organizational chart of the student government. Interview student representatives and visit meetings to compare the formal organization with the actual operation. | 7th grade Social Studies Units on Social Institutions | General Reference: Minnesota Project Social Studies Materials<br>Student government constitution |
| 2. Have the students study and draw the formal and informal power structure of the school. Suggested organizational chart uses solid lifes for formal decision-making and orders. Use broken lines to represent communication advising and recommendations from technical considerations. | 7-8th grade Social Studies | |
| 3. Ask students who are employed part-time to draw an organizational chart of the firm which employs them. Identify the supervisors and others given authority and discuss the reason for this assignment of authority. | 8-9th grade | |
| 4. By observation, interview, and reading have students determine company power structures. | 9th grade Social Studies | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

D. Performance Objective: Identifies the sources of power and authority in work situations and describes their effects on the worker.

2. Behavioral Objective: The student assesses the effect of power structure on the role of a worker in a work situation.
Evaluation: (a) Ask the students to define formal and informal power structures. (b) Ask the students to match types of organizational power structure with possible member reactions i.e. autocratic structure and resentment reactions.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Invite a beginning worker to talk to the class on the effects of the power structure. | 9th grade | Social Psychology Issues and Insights |
| 2. Interview students who are involved in student government as to the frustrations and satisfactions of the formal and informal power structure. | 8th grade government units | |
| 3. Interview school personnel as to the effect of the power structure on them. | 8th grade Political Science Units | |
| 4. Have students analyze the power and influence factors within their classroom. (a task orientated student sociogram could be used) | 7-8th grade | |
| 5. Set up a working committee in a fish bowl arrangement. Use observation guidelines on the decision-making process and discuss the observations with the committee in terms of power and influence. | | |
| 6. Role play democratic, authoritarian, and laissez faire leader-follower roles and employer-employee roles. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 7. Develop a teacher for a day program with students taking on staff roles for short periods of time with discussion following. | | |
| 8. Discuss with the class some of the results of group dynamics. Set up role playing groups to model democratic, authoritarian and laissez faire leadership groups. Discuss the feelings engendered and the degree of task efficiency under each of the models of leadership. | | |
| 9. Discuss (or survey adults) re: self employment situations versus employment in a large company with many formal power relationships. | | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

D. Performance Objective: Identifies the sources of power and authority in work situations and describes their effects on the worker.

3. Behavioral Objective: Describes the effects of different kinds of authority upon the power structure. (economic control, administrative power, technical proficiency, interpersonal skills)
Evaluation: Develop a social organization model familiar to the students and ask them to match types of authority and occupational roles.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students discuss definitions of power, consider influence and authority factors. | 7th grade | |
| 2. Analyze the following factors as means of achieving power:<br>a. Formal position, elected or appointed<br>b. Personality<br>c. Money<br>d. Knowledge | 8th grade | |
| 3. Examine the symbols of power. i.e. White coats in medicine, carpeted offices, titles. | 8-9th grade | |
| 4. Utilize club activities to examine which students have the most influence. Examine how each person participated. Discuss what each person could do to increase effectiveness. | 8-9th grade | |

III. BROAD OBJECTIVE: To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions.

D. Performance Objective: Identifies the sources of power and authority in work situations and describes their effects on the worker.

4. Behavioral Objective: Describes the functions and implications of worker organizations such as unions and professional associations. Evaluation: (a) See learning activities #1 and #4. (b) Have the students list or select purposes for worker organizations.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students define: open shop, closed shop, picket, strike, boycott, blacklist, scab, steward, grievance, etc. | 8-9th grade Social Studies 7-reading 7-8-9 spec. or voc. classes | Brief History of the American Labor Movement<br>Changing a Job |
| 2. Have students interview officers in teachers' organizations, worker unions, and professional organizations. | | |
| 3. Have students graph the growth in labor unions from 1900 to the present. | Math 7 & 8 | Historical Statistics of the United States |
| 4. Discuss and define: apprenticeship, guild, craft, journeyman. | | |
| 5. Have students organize a union within the classroom to see what part self interest and social responsibility play in worker organizations. | | Pamphlets from AFL-CIO |
| 6. Have a committee report on the by-laws and constitutions of worker organizations. | 8-9th grade Social Studies | |
| 7. Examine professional organizations such as the American Bar Association or AMA regarding entrance to the profession, licensing ethics, etc. | | |
| 8. See also III-C-2&3 regarding collective bargaining. | | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

A. Performance Objective: Identifies interpersonal characteristics relevant to occupational roles.

1. Behavioral Objective: The student can describe his strengths in terms of interpersonal skills.
Evaluation: See learning activity #1 or #3.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Administer the List of Strengths. Have students describe themselves and selected classmates or all classmates. Discuss the results-preferably in small groups. | Group Counseling | Counselor Assistance List of Strengths (appendix A-18) |
| 2. In small groups use a strength bombardment technique in which each student must talk about things about himself that he is proud of for a short period of time. Rule out any qualifications. | Group Counseling | Counselor Assistance Strength Bombardment Exercise (appendix A-20) |
| 3. Have the students make up lists of occupations which they feel they have the social skills for. Possibly verify with the class. The Peer Evaluation Feedback Exercise can be used. (appendix A-2). | | Counselor Assistance |
| 4. Discuss: "Industrial relations studies reveal that the following attitudes and values are among those that get workers fired: inability or refusal to follow instructions, laziness, unexplained or frequent absenses, tardiness, or carelessness. List some others. | | Industrial Relations Study (appendix A-35) |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

A. Performance Objective: Identifies interpersonal characteristics relevant to occupational roles.

2. Behavioral Objective: The student demonstrates an openness to the observations of others in regard to his personal impact in interpersonal relationships.
Evaluation: Observations of students in structured and unstructured interpersonal relationships. See observation exercises in the appendix (A-21,22,23).

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. After a fair amount of shared experiences ask the members of a committee or class to tape large sheets around the room with a name and 2 columns headed "Things I Appreciate" and "Areas for Growth". On a voluntary basis have the students silently circulate and write on each others sheets. (Include the teacher). Discuss the growth sheets afterwards. | 8-9th grade | Counselor Assistance |
| 2. Have students compare their self appraisals with the occupational requirements described in job analysis. | | Film: "The Honest Truth: What Do You Think Series." |
| 3. Present and discuss the value of openness in seeking the observations of others for improving communication and personal growth. | 9th grade<br>Health<br>Social Studies | The Importance of Feedback (Appendix A-36)<br>Counselor Assistance |
| 4. Discuss verbal and non-verbal communication patterns. Illustrate differences in verbal and non-verbal impressions and the "mixed messages" that can result. | | Body Language |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in ones work roles.

B. Performance Objective: Copes with the authority exercised by others in work-related situations in ways which contribute to his own personal goals.

1. Behavioral Objectives: The student is able to assess the uneven distribution of work and authority in task situations.
Evaluation: See learning activity #1.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students diagram the school authority and responsibility structure so he can better understand role relationships. | Grade 7 Social Studies | |
| 2. Observe and tape a task group at work. This could be a city council, school board, or student government meeting. Discuss the work and authority distribution among members. The reasons for such a distribution and how people responded to authority roles. | 8th Grade Political Science | |
| 3. Discuss examples of autocratic, democratic, and laissez faire leadership models. | Basic Reading 7-8 Spec. or Voc. Classes 7-8-9 | Individuals and Groups |
| 4. Discuss the effects of "influence" in group work. | Basic Reading 7-8 Spec. or Voc. Classes 7-8-9 | Influencing Each Other |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

B. Performance Objective: Copes with the authority exercised by others in work-related situations in ways which contribute to his own personal goals.

2. Behavioral Objective: The student is able to analyze the conflicts in authority situations.
Evaluation: (a) Have the students define "conflict", "compromise", "mediation". (b) Have the students describe possible causes of conflict situations in interpersonal relations, i.e. value and belief differences, miscommunication, or opposing goals.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. List all the possible types of authority conflict in the school. Teacher-student, student-student, teacher-teacher, teacher-administrator, Role play an example of each role situation and discuss alternate responses for resolving conflict. i.e. mediation, better communication, compromise | | Negotiation Exercise (appendix A-38) |
| 2. Study some of the parent and teacher education programs for dealing with adult-adolescence conflict. Role play family authority conflicts. | | |
| 3. Study the authority structure in the armed services. | | |
| 4. Discuss authoritarianism and democracy as it relates to women's liberation, family structure, and adolescent rebellions toward authority. | 8-9th grade | |
| 5. Discuss: "Collective bargaining as a model of conflict resolution." Define: grievance procedures, mediation, arbitration. | | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

B. Performance Objective: Copes with the authority exercised by others in work-related situations in ways which contribute to his own personal goals.

3. Behavioral Objective: The student copes with the different expectations of significant others in task situations.
Evaluation: See Learning Activity #1.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Discuss the expectations for students in different school situations. i.e. dress and appearance, talking without permission, promptness entering and leaving class, participation in class discussion, neatness of written work. Try to analyze the reasons for the different expectations and the effects on the students. | | |
| 2. Have students interview supervisors or employers of the same occupations. Compare their expectations. | | Community Resource Center |
| 3. Have students interview workers as to the different occupations on the same position and in different positions. Analyze how they cope with the differences. | | Community Resource Center |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

C. Performance Objective: Elicits and considers suggestions and evaluations regarding a given task or work-related performance.

1. Behavioral Objective: The student evaluates his own work behavior or school performance in terms of relevant factors. Evaluation: (a) See Learning Activity #5. (b) Have the students develop their own learning contracts and make their own assessment as to degree of attainment of stated goals.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students research the school rules and policies and specific expectations for certain tasks including grading policy. Discuss the rules and policies in small groups. Analyze their effect for a given situation. Have the small groups report to the class. | 7-8th grade | |
| 2. Do the above exercise with the roles and policies of several firms covering several occupations. | 9th grade | |
| 3. Have students develop criteria for evaluating their school work. Develop an evaluation for the class using student contributions. | | |
| 4. Study occupational skill requirements and select those skills that can be developed now as a basis for individual and class objectives. i.e. cooperation, accuracy, neatness, productivity, etc. | | |
| 5. Have students write a letter of reference for themselves for an imaginary position. | | |
| 6. Discuss "Goals for Personal Development." (appendix A-39). | | |
| 7. Discuss the group and individual behaviors which helped and hindered group progress on a task. i.e. role playing rounds of the Life Career Game. | | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

C. Performance Objective: Elicits and considers suggestions and evaluations regarding a given task or work-related performance.

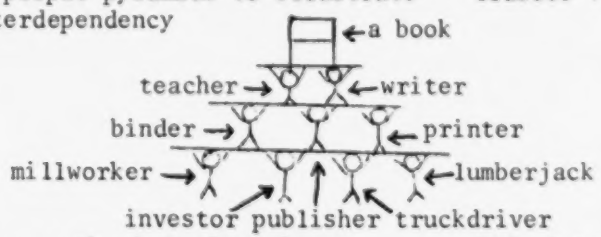
2. Behavioral Objective: The student seeks feed-back and suggestions when performing a task.
Evaluation: Observations of student's behavior on a random sampling basis.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Utilize the Hollow Square exercise. Discuss the importance of communication and cooperation in completing a task. | 8-9th grade Social Studies English | Hollow Square Exercise (appendix A-40) |
| 2. Role play some ways of giving and receiving suggestions and direction. Try limiting the feedback to a yes or no or without seeing each other, such as a telephone situation. | 7th grade | |
| 3. Discuss feedback and role play some situations of giving and receiving both positive and negative feedback. | 8-9th grade | Feedback Suggestions (Appendix A-41) Film: "Making Friends" Counselor Assistance |
| 4. Discuss, model and shape helpfullness as a classroom mode of operation. | | |
| 5. Arrange different communication patterns for group task behavior. i.e. circles, Y's, wheels, try note and nonverbal modes of communication in a task group. | English | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

D. Performance Objective: Demonstrates the ability to depend on others and to be depended upon in task situations.

1. Behavioral Objective: The student shows an awareness and trust of others in task situations. (for example: Interdependency).
Evaluation: Observation of the student's behavior in group work.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have the students keep a daily log of all the social roles or occupational roles they come in contact with and describe the ways in which they depend upon each for some service. i.e. the newspaper delivery boy, the bus driver, the breakfast maker, mother, father, classmate, etc. | 7th grade | |
| 2. Debate: The values of competition vs. cooperation. | 8-9th grade | |
| 3. Have each student list all workers who affect his life in one day. Compare the lists in small groups and discuss if one category is more important than another. | 7-8th grade | |
| 4. Develop with students examples of people pyramids to illustrate interdependency   | Spec. or Voc. Classes 7-8 | |
| 5. Discuss the interdependency effects of assemblyline experiences. | Ind. Arts 7-8 | |
| 6. Read job descriptions in the Occupational Outlook Handbook and find occupations that show how one type of work is dependent on another. | | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

D. Performance Objective: Demonstrates the ability to depend on others and to be depended upon in task situations.

2. Behavioral Objective: The student shows a sensitivity and obligation to others in group task situations.
Evaluation: See Learning Activity #3.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Discuss: Work, the site of human relations. Ask why is work today a group activity? | | |
| 2. Discuss why more people lose their jobs because they can't get along with their co-workers and employers than any other reason. | | Film: "The Gossip"<br>Film: "The Griper" |
| 3. In a committee work situation ask each student to describe the ways he contributes to the group and to individuals within the group. Confirm with the other students. Use Peer Evaluation Feedback Exercise or Analysis of Personal Behavior in Groups. (appendix A-2, A-23) | | Counselor Assistance |
| 4. List some specific occupations in which you think social skills are extremely important. | | |
| 5. Use the NASA Decision-Making by Consensus Exercises (appendix A-42). | | |
| 6. Use the Negotiation Exercise. (appendix A-38). | | |
| 7. Discuss the principle of division of labor. | | The Wealth of Nations |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

E. Performance Objective: Displays an awareness of the dynamics of group behavior by successfully functioning as a contributing member of a task-orientated group.

1. Behavioral Objective: The student describes various elements of group dynamics.
Evaluation: See Career Development Tests in appendix, A-49, A-50.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students research sensitivity training and its uses especially in the management areas. | 8-9 | Counselor Assistance<br>What is Sensitivity Training? (appendix A-43) |
| 2. Have students observe and participate in group work in the classroom. | 7-8-9 | Group Work Observation Form (appendix A-44) |
| 3. Have students observe school and community task groups such as the school board, student government, city government, PTA, scouts, etc. | | Process Observation of Decision-Making (appendix A-45) |
| 4. Use the Team Work Exercise. (appendix A-47) | Art 7-8 | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

E. Performance Objective: Displays an awareness of the dynamics of group behavior by successfully functioning as a contributing member of a task-orientated group.

2. Behavioral Objective: The student is a productive member of task groups.
Evaluation: See learning activities 4 & 5.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Provide opportunities for all students to participate in group work activities. For example, store store, school work experience program, American Industry Units in industrial arts, school newspaper, drama etc. | | Film:"Mental Health: Keeping Mentally Fit" |
| 2. Have small group discussions using group problem solving processes. | | |
| 3. Visit a firm and have students make observations of group problem-solving and production tasks. | 8-9 grade | |
| 4. Use the NASA Group Decision Making Exercise to illustrate behaviors conductive to group problem-solving. (appendix A-42) | 7-8th grade | |
| 5. Use the Newspaper Teamwork Exercise. (appendix A-47) | 7-8th grade | |
| 6. Discuss the efficiency of assembly-line experiences. | 7-8th grade Industrial Arts | |
| 7. Watch a team sports event on TV. Evaluate the team play. Watch one player--how does he contribute to his team? | | |
| 8. Use some of the following activities as a basis for discussion of groups and group behavior: square dancing, marching in step, 2 jumping rope together, Chinese get-up (link arms, back to back, stand up), six persons pyramids, choral reading and evaluation. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 9. In planning one of the class parties have half the class plan in the inner of two circles; while the rest of the class observes; then have the groups switch roles. Have them evaluate how well they did as a group and how well they did individually. | | |
| 10. Using a process observer system: have the class try puzzle activities which require group cooperation for efficient solution. | | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

F. Performance Objective: Demonstrates effective work habits in the area of giving or evaluating instructions.

1. Behavioral Objective: The student communicates instructions affectively in work related situations.
Evaluation: Use samples of student behaviors in activities such as #1, 3, & 4.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Use the Feed Back Suggestions. (appendix A-41) | 8-9 | |
| 2. Role play giving and receiving instructions. Discuss possible sources of miscommunication. For example: a. A lady came into a department store to buy shoes and no one talks. b. A car hop taking orders for food from people in several cars and she can not write. c. A telephone operator doesn't know how to listen well. | | |
| 3. Rotate student leadership roles in group activities. | | |
| 4. Have students give "how to" demonstrations. | English Speech | |

IV. BROAD OBJECTIVE: To develop the interpersonal skills required in work roles.

F. Performance Objective: Demonstrates effective work habits in the area of giving and/or evaluating instructions.

2. Behavioral Objective: The student evaluates the instructions of others so he can proceed in task situations.
Evaluation: Evaluate samples of student behavior in the learning activities.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Use the checking out part of the Feed Back Exercises. (appendix A-41) | | |
| 2. Have a small group analyze the tape recordings of task exercises or actual situations. Have the students list the various instructions given and evaluate each as to clarity, completeness, and appropriateness to the task. | | |
| 3. Role play situations where instructions given are:<br>a. unclear<br>b. incomplete<br>c. inappropriate to the task. | | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

A. Performance Objective: Explains how work-related experiences make his leisure time more enjoyable.

1. Behavioral Objective: The student identifies ways in which careers develop personal growth and independence.
Evaluation: See learning activities #3 & 4.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Interview workers as to how their work contributes to their leisure time enjoyment. | | Community Resource Center |
| 2. Ask students to list leisure activities they would like and describe the personal, social, and economic conditions necessary to carry out the leisure activities. | 7-8th grade | |
| 3. Discuss the financial and skill requirements of various leisure time activities. List careers or characteristics of careers which would develop these requirements. | 8-9th grade Phy. Ed. | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

A. Performance Objective: Explains how work-related experiences make his leisure time more enjoyable.

2. Behavioral Objective: The student describes ways in which careers allow him to move between work, play and creative leisure.
Evaluation: See learning activities #1 & 4.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask students to make lists of activities that they define as work, play, and creative leisure. Discuss differences and similarities. | | |
| 2. Try to develop a class consensus as to a definition of work and play. | | |
| 3. Have students research technological advances or worker productivity which have resulted in more leisure time. | Science 8 & 9 | |
| 4. Make two lists -- one of occupations at different socioeconomic levels and a variety of leisure time activities. Ask the students to match the lists and discuss. Interviewing workers in the listed occupations might be added. | 8-9 | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

B. Performance Objective: Describes the social worth of work by identifying the contributions of a wide range of workers to the well being of society.

1. Behavioral Objective: The student identifies people who have made contributions to society through their work.
Evaluation: Ask the students to describe or identify people from all walks of life who have contributed to society.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Look for examples of people who have contributed to society by their work. Choose examples from all walks of life. | English<br>Social Studies<br>Reading<br>7-8-9 | Reader's Digest<br>Community Workers<br>Family Members<br>Autobiographies<br>Biographies |
| 2. Have teacher or mature student tape interviews of people to determine their self perceptions of contributions to society. | 9th grade<br>English<br>Social Studies | |
| 3. Discuss: "I am the people, the mob, the crowd, the mass, Do you know that all the great work of the world is done through me?" | English 8 | Poem: "I am the People, the Mob" |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

B. Performance Objective: Describes the social worth of work by identifying the contributions of a wide range of workers to the well being of society.

2. Behavioral Objective: The student describes the contributions made through work.
Evaluation: See learning activity #2. Develop a uniform set of employment ads for an evaluation exercise.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students interview school workers at all levels. Analyze the contributions of each to the operation of the school. | | Community Resource Center |
| 2. Develop a contest using employment ads. Randomly assign ads to small groups and see which group can identify the most potential contributions in a period of time. | 7-8th grade | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

C. Performance Objective: Describes how work in America can help to ameliorate social problems.

1. Behavioral Objective: The student can identify several ways in which work has changed man's environment in the past.
Evaluation: Short answer essay questions based on Learning Activity #2.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Have students interview workers at different socioeconomic levels to determine their perceptions of contributions to social problem solutions. | | |
| 2. Study and discuss major historical changes in man's environment and what occupations were created and helped create these changes. For example: the major world ways, the development of the factory system, the assemblyline, automation, polution of our natural resources, women's liberation. | | |
| 3. Interim Peace Corps, VISTA Workers, etc. to identify ways of contributing through work - also other service oriented occupations. | | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

C. Performance Objective: Describes how work in America can help to ameliorate social problems.

2. Behavioral Objective: The student can describe social problems of today which future workers might help alleviate.
Evaluation: Short answer essay questions.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Ask students to list the major social problems of today and then suggest occupations which might help alleviate these problems. | 9th grade Social Studies | |
| 2. When studying social institutions ask students to devise a utopian society. Include a description of the occupations necessary in the new society. | 7th grade Social Studies | |
| 3. Study the major technological problems of today and then suggest occupations which might help alleviate these problems. | 8-9th grade Science | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

D. Performance Objective: Is able to understand the important and changing contribution of women to the world of work.

1. Behavioral Objective: The student can cite examples of changes in society which are affecting the traditional division of labor by sex.
Evaluation: (a) See Learning Activity #6. (b) See the Career Development Tests (appendix A-49, 50).

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Survey working women as to their reasons for working, include working mothers. | | |
| 2. In the industrial arts American industry units have boys and girls exchange work roles in various manufacturing processes. Compare the production output. | 7-8th grade Industrial Arts | |
| 3. In home economics have the boys participate in foods and clothing activities. Evaluate boys' progress compared to girls'. | 7-8th grade Home Ec. | |
| 4. Bring in community workers who don't fit the sex career stereotypes such as a female mechanic, male nurse etc. | Total School or Career Days | Community Resource Center |
| 5. Structure a role playing situation of a student as a grandmother, mother, and herself in the future. Emphasize the changing historical role of women. | | |
| 6. Write two lists on the blackboard using the titles of Then and Now. List major characteristics of women's roles. Discuss major changes and ask students to write five reasons for the changes. | | Changing Roles of Men and Women, What It Means to Youth |
| 7. Develop a bulletin board on roles of women at the turn of the century, present time, and in the future. | | |

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 8. Study the 1964 Civil Rights Act which prohibits discrimination on the basis of race, national origin or sex. | 8th grade Social Studies | |
| 9. Study sex roles in other cultures. | 8-9 | Male and Female |
| 10. Have students conduct a public opinion poll of current attitudes towards the role of women. Compare the prejudices of men and women. Example areas include: equal pay, employment preference, working wives and mothers. | English | |
| 11. Study the U.N. Commission on Status of Women 1959 which reports new career opportunities for women in several nations. | | |
| 12. Have students research the development of racial prejudice and compare with sex role stereotypes. | 9th grade Social Studies | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

D. Performance Objective: Is able to understand the important and changing contribution of women to the world of work.

2. Behavioral Objective: The student can describe the effects on men and women of stereotyped career roles for women.
Evaluation: Short answer essay questions which include economic, family life and psychological implications.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Debate: "The work contributions of women can be equal to men." | English, Speech Home Ec. Industrial Arts | The Natural Superiority of Women |
| 2. Study the earnings gap between men and women over a 10 year period. | Math | 1969 Handbook on Women Workers |
| 3. Debate: "Girls as well as boys should be required to serve in the armed forces." | | |
| 4. Ask boys and girls to make lists of women's work and men's work. Discuss and compare the lists. | | |
| 5. Discuss: What is the cost to the family of a working mother. | | |
| 6. Discuss: "What does the women's revolution mean to men." | 9th grade | "Women in Revolt" Newsweek |
| 7. Discuss the difficulties of man's role in todays society with its conflicts and competition. | 9th grade | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

E. Performance Objective: Debates the ethic of individual success versus the ethic of collective striving for community well being.

1. Behavioral Objective: The student identifies and relates goals and purposes to personal as well as to social well being.
Evaluation: Utilize a structured autobiographical question.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Study the life stories of people who are considered successful, analyze the amount of personal success as well as the contribution to group efforts. | | |
| 2. Select autobiographies of famous people and attempt to have students polarize them as to the most personal success orientated and the most group success orientated. Discuss any possibility of integrated personal and group success orientation. | English<br>Social Studies | |

V. BROAD OBJECTIVE: To develop a respect for workers and the place of work in our society.

E. Performance Objective: Debates the ethic of individual success versus the ethic of collective striving for community well being.

2. Behavioral Objective: The student describes instances of conflict situations between personal and social well being.
Evaluation: Utilize a structured autobiographical question.

| Learning Activities | Related Subject And/Or Skill Area | Suggested Resources |
|---|---|---|
| 1. Compare the effects of competitive and cooperative task orientated behavior in the classroom. For example, assign one half the class a report on a small group basis with a group evaluation and the other half individual reports and grading. Discuss the relative success of each method as well as the feelings generated. | | |
| 2. Discuss the possible competitive effects of school grading systems. | | |
| 3. Study team sports activities where individual performers have faced "star" recognition versus team success. | Phy. Ed. | |

## PRINT MATERIALS USED AS SUGGESTED RESOURCES
and appropriate objectives

Adlerian Institute. Materials on Responsibility. 735 Snelling Avenue North, St. Paul, Minnesota 55104. For use as teacher reference and for capable students. II-C-3.

Allen, Frederick L. Since Yesterday, the Nineteen-Thirties in America. Harper and Brothers, New York (1940) A history of the period. September 3, 1929, to September 3, 1939, covering economic, social and political changes. III-A-2.

Automation, the Magic Key to Your Job. The National Research Bureau, 415 North Dearborn Street, Chicago, Illinois. (15 pages) The effects of automation on employment, jobs available and changes in education, skills and abilities needed as a result of automation are covered in a fashion suitable for capable junior high students. III-A-2.

Baer and Roeber. Occupational Information. Science Research Associates (1964) II-F-2 and III-B-1.

Bohn and Wool. Your Job and Success: The World of Work Series. REH Publishing Company (1968) I-D-2. Recommended for 7th grade.

Borow, Henry. Man in a World at Work. Houghton Mifflin Company, Boston (1964) III-A-1.

Bureau of Labor Statistics. Brief History of the American Labor Movement. Bulletin 1000. III-D-4.

Darcy, Robert and Powell, Phillip. Manpower and Economic Education: Opportunities in American Economic Life. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036. Also published and distributed by Interstate Printers and Publishers, Inc. Danville, Illinois 61832 (1968) An economics course designed for 8th, 9th, and 10th graders. Example lessons include: Education in Work, A Means of Discovering Yourself, The Joy of Work, The Role of Labor Unions, Work and Mental Health, What Price Success? I-B-1, I-B-2, I-B-3, III-A-1, III-C-1.

A Date With Your Future, Money Management for the Young Adult. Educational Division, Institute of Life Insurance, 277 Park Avenue, New York, New York 10017. I-D-2.

Engle, T. L. Psychology. Chapter 9 "Heredity and Environment" (1964). For use in grade 9. I-A-1.

Faust, Julius. Body Language. Pocket Books, New York, New York (1971). Describes the behavioral pattern of nonverbal communication. III-B-2, IV-A-2.

Hopke (editor in chief) Encyclopedia of Careers and Vocational Guidance. J. S. Ferguson Publishing Company, Chicago, Illinois (1967). III-A-2.

The Instinct of Workmanship and the State of the Industrial Arts. MacMillan Company, New York (1914). Reprinted in paperback by W.W. Norton Company (1964). III-C-1.

An Introduction to Economic Reasoning. The Brookings Institution, Washington, D.C. (1956) A Fourth Edition was published in paperback (1967). Discusses five-step approach to problem solving. II-G-2.

Job Guide for Young Workers. U.S. Government Printing Office, Washington, D.C. latest edition. III-A-2.

Johnson, David (U. of M.) The Social Psychology of Education. Holt, Rinehard, and Winston, Inc. New York, New York (1970) Chapter 3, pages 43-73 "Role Theory, The Role of the Teacher, and Role Conflict" A good summary of role theory and applications in education to worker expectations. III-A-1.

Katz. You Today and Tomorrow. Educational Testing Service, New York (1959) I-B-2.

Kreps, Juanita M. Automation and Employment. Holt, Rinehart, and Winston, Inc. New York, New York (1964) A good teacher reference on the effects of automation on various occupations. III-A-2.

Lamparski, Richard. Whatever Became Of Ace Publishing Company, 1120 Avenue of the Americas, New York, New York 10036 (1970). Short human interest life histories of people who were mass media topics. I-A-1.

Mead, Margaret. Male and Female. New American Library, New York, New York (1955). V-D-1.

Minnesota Department of Education, Pupil Personnel Services Section
Audio-Visual Guidance Materials. An annotated bibliography and directory of Minnesota sources (1970). III-B-1.
Career Opportunities Through Apprenticeship. (1968). III-A-2.
Careers With the State of Minnesota. (1968). III-A-2.
Directory of Courses Offered in Area Vocational-Technical Schools. III-B-1.
Paramedical Training in Minnesota. (1967). III-A-2.

Minnesota Department of Employment Security, 369 Cedar Street, St. Paul, Minnesota 55101. III-A-2.
1. Minnesota Health Service Survey
2. Minnesota Shortage Occupations Study
3. Minnesota - St. Paul Area Shortage Occupational Study
4. Summary of Current Economic Facts and Labor Force Data

Montogue, Ashley. The Natural Superiority of Women. V-D-2.

Neugarten, Bernice L. Planning My Future. American Guidance Service Inc., Publishers Building, Circle Pines, Minnesota 55014 (1964). I-A-1, I-D-1.

Satisfaction Guaranteed. Connecticut Mutual Life Insurance Company, Hartofrd, Connecticut. A useful booklet describing attitudes about work. III-C-1.

Science Research Associates. Chicago, Illinois (1969). Social Science Lab Units
1. Charting Your Job Future. pp. 30-37. I-A-1.
2. Deciding by Doing. Project Book 6. II-G-1.
3. Individuals and Groups. Project Book 5. IV-B-1.
4. Influencing Each Other. Project Book 7. IV-B-1.

Silver, Lily Joy. Profiles in Success, Forty Lives of Achievement. Fountainhead Publishers, Inc. New York, New York (1965). III-C-1.

Sinick, Daniel. Your Personality and Your Job. Science Research Associates, Chicago, Illinois. (1971) 54 pages. Covers personality traits related to job success and satisfaction of workers. III-B-2.

Smith, Adam. The Wealth of Nations. Modern Library Edition. IV-D-2.

Spiegler, Charles and Reiner, William. What to do after High School. Science Research Associates, Chicago, Illinois (1971) Chapter two includes a definition of personality, values, and aptitude tests. I-A-1, I-B-2.

Turner, Richard H. The Turner Career Guidance Series. Follett Publishing Company, Chicago, Illinois (1967)

1. Changing a Job. III-C-3, III-D-4.
2. The Friends You Make. Short reading selections on the consequences of various behaviors on friendships. II-C-3.
3. Holding a Job. Considers good work habits, job conditions, commuting, and employment crises. III-A-1.
4. Looking for a Job. Covers personnel agencies, letters of application, recommendations, and help wanted ads. III-B-2.
5. Starting a Job. Covers personal budgets, managing money, the pay envelope, deductions, hospitalization insurance, and unions. III-C-3.
6. Training for a Job. II-A-1.
7. Wanting a Job. Includes where to begin finding a job, career objectives, social security, personal history forms, employment agencies, job interviews. III-B-2.

U.S. Department of Labor. Bureau of Labor Statistics, Government Printing Office, Washington, D.C. 20212 (1969).

1. Estimates of Worker Trait Requirements for 4000 Jobs. U.S. Employment Service. I-A-1, I-B-1.
2. 1969 Handbook on Women Workers. Women's Bureau Bulletin 294. V-D-2.
3. Merchandising Your Job Talents. This pamphlet offers suggestions on self appraisal, preparing a letter of application, and the job interview. III-B-2.
4. Occupational Outlook Handbook. I-D-1, II-A-1.

Watson, Goodwin. Social Psychology Issues and Insights. J. B. Lippincott Co. New York, New York (1966) Chapter 6 "Group Productivity" III-D-2.

Worthy, James C. What Employers Want. Science Research Associates, Chicago, Illinois. I-A-1.

Whitman, Walt. Leaves of Grass. Aventine Press, New York New York (1931). III-A-2.

Wolfbein, Seymour and Goldstein, Harold. Our World of Work. Science Research Associates, Chicago, Illinois (1970). General overview of the working population. Extensive use of charts and graphs. Discusses where people work, average earnings in job clusters, women at work, kinds of work and emphasis on trends from 1900 to 1969. III-A-2.

Wrenn, Gilbert and Schwarzrock, Shirley. Changing Roles of Men and Women, What it Means to Youth. American Guidance Service Inc. Publishers Building, Circle Pines, Minnesota 55014. Also a manual for teachers and counselors. Covers how boys and girls are the same and different, changing attitudes and the interchangeability of todays home roles. V-D-1.

## FILMS

| Name of Film - Description | Rental Source, Length & Color<br>Objective Where Used |
|---|---|
| Aptitudes and Occupations - a group of students and their counselor examine achievement, aptitude, and interest tests. Basic categories are illustrated by a variety of occupational categories.<br><br>Coronet Instructional Films<br>B/W $97.50<br>Color $195.00 | University of Minnesota<br>4EO237 $2.50<br>16 minutes, B/W<br><br>I-B-1 |
| Automation - these films from the CBS series "See It Now" cover the latest developments in automation principles as applied to the manufacturing and packaging of a variety of products. For mature students.<br><br>McGraw Hill Textfilm | University of Minnesota<br>6B0002 $14.85<br>Part I - 30 minutes<br>Part II - 26 minutes<br>Part III - 26 minutes<br><br>B/W<br>III-A-2 |
| Automation: What it is and What it Does - shows what automation is, major areas where it has been applied, levels of automation, feedback and use of computors.<br><br>Coronet Instructional Films<br>B/W $81.25<br>Color $162.50 | University of Minnesota<br>4B0003 $2.50<br>13 minutes, B/W<br><br>III-A-2 |
| Effective Criticism - a high school boy who is anxious to have a story published by the school paper resents criticism of a friend until a teacher hleps him understand that to use criticism he must want it, evaluate it, and use it to help himself.<br><br>Coronet Instructional Films, 1951<br>B/W $60.00<br>Color $120.00 | 10 minutes<br>B/W<br><br>I-F-2 |
| Facing Reality - explains hat defense mechanisms are and how and why people use them, pointing out their failure as a means of adjusting to real life situations. Film ends with an adolescent boy who covers up his real feelings of failure and frustration by negativist, face-saving and attention getting behavior. A sympathetic teacher | University of Minnesota<br>2EO195 $2.25<br>12 minutes, B/W<br><br>I-A-1<br>II-D-2 |

| Name of Film - Description | Rental Source, Length & Color<br>Objective Where Used |
|---|---|
| encourages him to discuss his real fears and the way is opened to more healthy attitudes and behavior. For teachers or very mature student use. (1954)<br><br>McGraw Hill Textfilms | |
| Goals and Dreams - A talk by a former Miss America on the need for a goal and a dream. (1968)<br><br>Reid Ray Film Industries<br>2269 Ford Parkway<br>St. Paul, Minnesota | Reid Ray Film Industries - no charge<br>23 minutes<br>Color<br><br>I-A-1<br>I-E-1 |
| Going Places - This is an attitude film with the objective of impressing on the teenage viewer the necessity for "buckling down" in his school work. Narrated by a teenager. Learning is shown to be exciting if you get involved in it. School is a pyramid with your first job at the top. (1966)<br><br>Charles Cahill and Associates, Inc.<br>Color $95.00 | University of Minnesota<br>3EO492 $3.25<br>8 minutes, Color<br><br>I-A-1 |
| The Gossip - a dramatization of a high school situation in which gossip, rumor, and failure to check facts lead to dishonesty and misunderstanding among friends. (1955)<br><br>McGraw Hill Textfilms | University of Minnesota<br>4SO265 $2.50<br>14 minutes, B/W<br><br>IV-D-2 |
| The Griper - discussion film built around problems created in and by individuals who continually voice unhappiness and dissatisfaction with the way things are going. (1954)<br><br>McGraw Hill Textfilms<br>B/W $50.00 | University of Minnesota<br>2SO259 $2.00<br>12 minutes, B/W<br><br>IV-D-2 |
| The Honest Truth: What Do You Think Series - deals with the question of whether an honest judgment is better than diplomatic double-talk toward hurting someone's feelings. The editor of the school paper defends his right to print an objective review of a performance. (1953)<br><br>McGraw Hill Textfilms | University of Minnesota<br>2SO266 $2.00<br>5 minutes, B/W<br><br>IV-A-2 |

| Name of Film - Description | Rental Source, Length & Color<br>Objective Where Used |
|---|---|
| Improve Your Personality - Demonstrates the right and wrong ways of getting along with people and accomplishing desired goals. Describes how personalities can be developed and controlled. (1951)<br><br>Coronet Instructional Films<br>B/W $50.00<br>Color $100.00 | University of Minnesota<br>2EO267 $2.00<br>11 minutes, B/W<br><br>I-A-1 |
| Jackie Robinson - the film uses actual footage to portray life events of Jackie Robinson. Illustrates combined superb athletic ability, strength of character, and self restraint. (1966) | Minneapolis Public Library<br>26 minutes, B/W<br><br>I-E-1 |
| Journey to Nowhere - tells story of an Indian leaving the reservation to come to the city to find a new way of life. A number of Indians are interviewed to discover the difficulty of this move. Hope for the future lies with children and youth as they seek a new way of life in education and training. | Audio Visual Aid Department<br>Minnesota Council of Churches<br>25 minutes, B/W<br><br>I-F-1 |
| Junior High: A Time for Change - Desires to develop in students realistic attitudes toward themselves, by helping him to understand that every junior high student has a variety of problems to face and that they are not unique, inferior, or different because of their problems.<br><br>McGraw Hill Textfilms<br>B/W $65.00<br>Color $135.00 | University of Minnesota<br>2EO272 $2.50<br>11 minutes, B/W<br><br>I-D-1 |
| Living Work of Albert Schweitzer - No other medium so clearly illuminates the life and spirit of one of the greatest men of our times. The last film of Dr. Schweitzer in his hospital work in Africa. | Minneapolis Public Library<br>44 minutes<br>Color<br><br>I-E-1 |
| Making a Decision in the Family - presents a situation in which a teenage girl is invited to a gathering of friends and must face her parents' objections and insistance she attend a family gathering that evening. Develops decision-making skills.<br><br>McGraw Hill Textfilms (1959) | 10 minutes, B/W<br><br>1-A-1 |

| Name of Film - Description | Rental Source, Length & Color<br>Objective Where Used |
|---|---|
| Making Friends - encourages self-inventory rather than judgment of others in analyzing friendships. Points out definite qualities of friendship and ways of making friends. (1954)<br><br>Encyclopedia Britannica<br>B/W $70.00<br>Color $135.00 | University of Minnesota<br>2EO276 $2.00<br>11 minutes, B/W<br><br>IV-C-2 |
| Mental Health: Keeping Mentally Fit - film sets up problem situations involving group interaction and the importance of being part of a group. (1954)<br><br>Encyclopedia Britannica<br>B/W $70.00<br>Color $135.00 | University of Minnesota<br>5RO083 $5.35<br>12 minutes, B/W<br><br>I-C-3<br>IV-E-2 |
| Most for Your Money, The - includes both male and female viewpoints on buying. Students can identify with the situations that show the importance of comparing and thinking before buying.<br><br>McGraw Hill Textfilms (1955) | 14 minutes, B/W<br>I-D-2 |
| Nothing To Do - directed at children who have difficulty determining what to do. Composed of examples of things to do. (1961)<br><br>Journal Films<br>909 West Divercy Parkway<br>Chicago, Illinois 60614 | 10 minutes<br>Color and B/W<br><br>II-D-1 |
| One Man's Opinion - What Do You Think Series Shows how one person's judgment might reasonably run counter to the majority opinion. This is illustrated in a high school classroom where a campaign is under way to raise funds for a school project. One student who supports the cause withholds support because he disapproves of high pressure methods used to get those who may not be able to or want to contribute. (1953)<br><br>McGraw Hill | University of Minnesota<br>2SO287 $2.00<br>11 minutes, B/W<br><br>I-G-1 |

| Name of Film - Description | Rental Source, Length & Color<br>Objective Where Used |
|---|---|
| Personal Qualifications for Job Success - personality requisites for job success are observed in job interviews of high school graduates. Qualities of initiative, personal appearance, willingness to accept criticism, and ability to get along with others are illustrated. (1952)<br><br>Coronet Instructional Films<br>B/W $50.00<br>Color $100.00 | University of Minnesota<br>2EO280 $2.00<br>11 minutes, B/W<br><br>III-B-2 |
| Personality and Emotions - stresses the importance of emotional maturity in the development of personality by viewing emotional development from infancy through early childhood. (1955)<br><br>Encyclopedia Britannica<br>B/W $86.00 | University of Minnesota<br>4RO068 $2.50<br>Minneapolis Public Library<br>13 minutes, B/W<br><br>I-A-1 |
| Preparing for Jobs of the 70's - Investigates changing economic and cultural patterns as we move into the 70's and relates them to educational and training requirements.<br><br>Guidance Associates | Part I - 15 minutes<br>Part II - 14 minutes<br>B/W<br><br>III-A-2 |
| Procrastinator, the - Discuss the problem of an individual who habitually fails to plan and use his time wisely in carrying out responsibilities. The procrastination of a high school social committee chairman imperils the success of the class party.<br><br>McGraw Hill Textfilms (1952) | University of Minnesota<br>2EO284 $2.00<br>11 minutes, B/W<br><br>I-H-1 |
| Quarterback, The - an ex-football hero fails to succeed in his business position. Then he learns that to succeed in life, as in football, it is necessary to study and work hard. (1951)<br><br>National Association of Manufacturers | Minneapolis Public Library<br>30 minutes, B/W<br><br>I-F-2 |

| Name of Film - Description | Rental Source, Length & Color<br>Objective Where Used |
|---|---|
| Responsibility - presents story of two high school boys, who are both leaders and popular, who compete for office of school president. One boy sometimes failed to fulfill his responsibilities by failing to hand in work, etc. (1953)<br><br>McGraw HI11 | University of Minnesota<br>4SO301 $2.50<br>14 minutes, B/W<br><br>II-C-3 |
| Where The Action Is - provides an excellent description of the excitement and advantages of vocational and technical education. (1967)<br><br>U.S. Office of Education<br>Division of Vocational and Technical Education<br>Washington, D.C. | 30 minutes<br>Color<br><br>III-B-1 |
| You and Your Attitudes - a family with two teenagers discuss their problems with each other. The family talks about different kinds of attitudes, how people get attitudes, and what to do about them. (1951)<br><br>Association Films<br>347 Madison Avenue<br>New York, New York 10017 | 10 minutes<br>B/W and Color<br><br>I-A-1 |

## FILM COMPANIES

1. Charles Cahill and Associates
   Box 322 C
   Hollywood, California 90028

2. Coronet Films
   65 East South Water Street
   Chicago, Illinois 60601

   Regional Representative
   2024 West 60th Street
   Minneapolis, Minnesota
   922-8667

3. Encyclopedia Britannica Films, Inc.
   425 North Michigan Avenue
   Chicago, Illinois 60611

   District Manager
   221 West Maple Street
   Rosemount, Minnesota
   423-2587

4. Guidance Associates
   Harcourt, Brace and World
   Pleasantville, New York 10570

   Frank Wigdahl (914) 769-7755

5. Journel Films
   909 West Divercy Parkway
   Chicago, Illinois 60614

6. McGraw-Hill Textfilms
   330 West 42nd Street
   New York, New York 10036

   District Manager
   Route 4 Box 155
   Excelsior, Minnesota 55331
   474-8511

7. National Association of Manufacturers
   14 West 49th Street
   New York 20, New York

8. Reid Ray Film Industries
   2269 Ford Parkway
   St. Paul, Minnesota 699-1393

## FILMSTRIPS AND RECORDS

| Filmstrip & Records | Producer & Information | Objectives Where Used |
|---|---|---|
| "Choosing Your Career"<br>Part I - Describes 6 personality types and broad career areas in which these characteristics are most successfully expressed.<br>Part II - Helps students evaluate their own personality in these terms increasing insight into their aptitudes and interests. Program features self-narrated case histories of many workers. Designed as introduction to occupational files and kits. | Guidance Associates<br><br>2 filmstrips and 2 LP's<br><br>$35.00<br><br>Part I - 11 minutes<br>Part II - 16 minutes<br>Discussion Guide | I-B-3, p. 11<br><br>I-D-1, p. 16 |
| "The Future of the Family" | Guidance Associates | I-F-1, p. 22 |
| "A Man's Work"<br>On-the-scene interviews with men and women talking about their jobs as they work. | McGraw Hill Book Co.<br><br>Gordon List, Editor<br>50 records | III-C-1, p. 64 |
| "On The Job: Four Trainees" | Guidance Associates<br>Filmstrip & Record | I-E-2, p. 21 |
| "Preparing for the Jobs of the 70's<br>Part I - Shows how trends will affect the job market of tomorrow. Tomorrow's jobs described by those already filling them.<br>Part II - Explores projected job picture by examining atomic technology. Ends with an exploration of trends in previously traditional areas. | Guidance Associates<br><br>2 filmstrips and 2 LP's<br><br>$35.00<br><br>Part I - 15 minutes<br>Part II - 14 minutes<br>Discussion Guide | II-A-1, p. 29 |
| "Preparing for the World of Work"<br>Part I - Illustrates importance of choosing occupations in line with aptitudes and interests. Offers suggestions on evaluating one's own aptitudes. Vocational education is introduced as an integrated learning program.<br>Part II - Investigates the 5 major areas of vocational education: home economics, trade | Guidance Associates<br><br>2 filmstrips & 2 LP's<br><br>$35.00<br><br>Part I - 12 minutes<br>Part II - 16 minutes<br>Discussion Guide | I-A-1, p. 6 |

| | | |
|---|---|---|
| and industry, agriculture, distribution, business and office. Uses student, teacher and employer interviews to illustrate effectiveness of this training. | | |
| "Trouble At Work: | Guidance Associates<br><br>Filmstrips & Records | I-D-1, p. 16 |
| "The Tuned Out Generation"<br>Introduces interviewed parents with varied viewpoints so students can more clearly understand the strengths and weaknesses most parents share. Introduces ways to use this new understanding to reduce flare-ups cut through mutual uncertainty, admit and rectify mistakes. | Guidance Associates<br><br>2 filmstrips & 2 records<br><br>$35.00<br><br>Part I - 15 minutes<br>Part II - 13 minutes<br>Discussion Guide | I-F-2, p. 23 |
| "What You Should Know Before You Go To Work"<br>Explains ways students can begin narrowing down career choices & discusses positive work attitudes; continuing learning; need to persevere. Considers union membership, looking for a job, the job interview, inability to get along with others and over-socializing. | Guidance Associates<br><br>2 filmstrips & 2 records<br><br>$35.00<br><br>Part I - 14 minutes<br>Part II - 15 minutes<br>Discussion Guide | I-D-2, p. 19 |

# SELF EVALUATION FORM

NAME_____ GRADE_____ MALE___ FEMALE___

Directions: Some students are good at certain things. Other students are better at doing other types of things. Here is a list of different kinds of things that students do. Read each one and then decide how you would describe yourself.

| | VERY MUCH LIKE ME | A LITTLE LIKE ME | NOT LIKE ME |
|---|---|---|---|
| 1. Gets along well with boys. | | | |
| 2. Gets along well with girls. | | | |
| 3. Gets along well with teachers. | | | |
| 4. Gets school work in on time. | | | |
| 5. Is funny or comical. | | | |
| 6. Enjoys science projects. | | | |
| 7. Remembers what's learned. | | | |
| 8. Controls temper. | | | |
| 9. Is willing to help others. | | | |
| 10. Confident, sure of self. | | | |
| 11. Enjoys art work. | | | |
| 12. Is neat and clean in appearance. | | | |
| 13. Is able to take orders from teachers. | | | |
| 14. Is able to concentrate. | | | |
| 15. Is courteous, has good manners. | | | |
| 16. Gets a lot of fun out of life. | | | |
| 17. Enjoys arithmetic work. | | | |
| 18. Is a leader. | | | |
| 19. Is not too skinny, not too fat. | | | |
| 20. Studies hard, does not waste time. | | | |
| 21. Is willing for others to have their way sometimes. | | | |

| | VERY MUCH LIKE ME | A LITTLE LIKE ME | NOT LIKE ME |
|---|---|---|---|
| 22. Does not expect everything he does to be perfect. | | | |
| 23. Is good at physical education. | | | |
| 24. Has new, original ideas. | | | |
| 25. Is not too tall, not too short. | | | |
| 26. Is able to talk to teachers easily. | | | |
| 27. Goes ahead with school work on his own. | | | |
| 28. Makes other people feel at ease. | | | |
| 29. Has lots of pep and energy. | | | |
| 30. Enjoys doing social studies projects. | | | |

# PEER EVALUATION

I am interested in learning more about how I work in a group. Would you please help me rate my behavior in this group.

1. Behavior - observed frequently
2. Behavior - observed sometimes
3. Behavior - observed rarely

| | 1 | 2 | 3 |
|---|---|---|---|
| 1. Honest with other members. | | | |
| 2. Contributes to the group. | | | |
| 3. Expresses self clearly. | | | |
| 4. Summarizes what is happening. | | | |
| 5. Yields to group pressure, conforms. | | | |
| 6. Provides helpful feedback to group members. | | | |
| 7. Listens with understanding to what others say. | | | |
| 8. Takes lead in selecting topics. | | | |
| 9. Shows interest in people and their ideas. | | | |
| 10. Knows when to talk and when to listen. | | | |
| 11. Helps others feel at ease. | | | |
| 12. Helps group to stay on subject. | | | |
| 13. Shows that he likes us. | | | |
| 14. Tends to wander off the topic. | | | |
| 15. Annoys others. | | | |
| 16. Sets himself apart from the group. | | | |
| 17. Runs away when faced with a problem. | | | |
| 18. Shows evidence of being well-informed regarding the task. | | | |
| 19. Contributes ideas that move the group toward its goal. | | | |
| 20. Applies knowledge to solution of problems. | | | |
| 21. Functions, in general, as a helpful and productive group member. | | | |

# APTITUDES

NOTES & QUESTIONS

I. Aptitude can be defined as an ability or potential to learn something.

1. Aptitudes are strengths that we can measure roughly, develop and use to our advantage.

2. There are many different types of aptitudes, for example:

   a. artistic aptitude
   b. athletic aptitude
   c. mechanical aptitude
   d. academic aptitude

3. Aptitudes and interests may or may not go together.

4. An aptitude is what you have a knack or natural talent for. It is a natural ability which you must develop.

II. Using our knowledge of aptitude in decision making.

1. Determining our aptitudes helps us to seek realistic goals; helps us estimate our chances of success; helps forecast the difficulty of learning a subject or job.

2. We need to consider our pattern of aptitudes and look at our strengths and weakness, but it is a waste of time to merely dwell on weaknesses.

3. Each elective school subject and occupational field has particular aptitude requirements, yet successful people with a variety of aptitude patterns are found in all fields of endeavor.

III. How to Discover Aptitudes

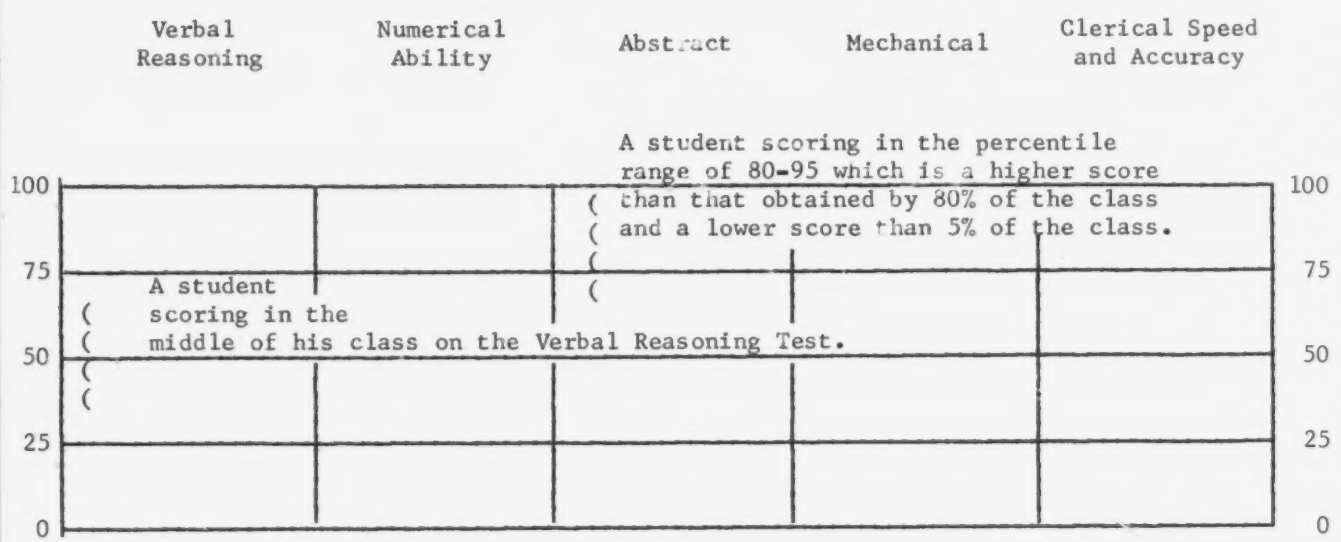
1. Try different activities

2. Testing: Tests are time savers because they estimate aptitudes and achievements.

   a. Tests are samples of our performance
   b. Tests have errors in accuracy
   c. Tests measure achievement of performance and from this we estimate aptitudes.

IV. The Differential Aptitude Tests - The tests given are primarily estimates of academic school aptitude.

Example Test Profile


Verbal Reasoning
Numerical Ability
Abstract
Mechanical
Clerical Speed and Accuracy
A student scoring in the percentile range of 80-95 which is a higher score than that obtained by 80% of the class and a lower score than 5% of the class.
A student scoring in the middle of his class on the Verbal Reasoning Test.
100
75
50
25
0

Each students' performance is compared with that of the rest of the grade in your school. The range in which you scored is represented by a percentile band. Exact test scores are not accurate because the tests are never exact and people's performance on tests is not the same from day to day.

Summary

Tests can help you estimate some aptitudes and therefore give you an opportunity to predict the difficulty of an activity before you try it. Most school tests estimate functional achievement and aptitude, however grades, as indicators of past achievement, are still the best predictors of future school achievement. There are many aptitudes that are not measured by tests and of course the important personal characteristics of personality, values, drive, and character are not reflected in test scores. It takes more than aptitude to achieve your goals.

# PERSONALITY CHECKLIST

| I AM: | USUALLY | SOMETIMES | SELDOM |
|---|---|---|---|
| 1. Friendly | | | |
| 2. Cheerful | | | |
| 3. Pleasant | | | |
| 4. Reliable | | | |
| 5. Thorough | | | |
| 6. Neat | | | |
| 7. Appropriately dressed | | | |
| 8. Confident | | | |
| 9. Helpful | | | |
| 10. Sympathetic | | | |
| 11. Ambitious | | | |
| 12. Self-reliant | | | |
| 13. Trustworthy | | | |
| 14. Honest | | | |
| 15. Courteous | | | |
| 16. Loyal | | | |
| 17. Cooperative | | | |
| 18. Self-controlled | | | |
| 19. Punctual | | | |
| 20. Tactful | | | |
| 21. Alert | | | |
| 22. Persistent | | | |
| 23. Sincere | | | |

| | USUALLY | SOMETIMES | SELDOM |
|---|---|---|---|
| 24. Modest | _____ | _____ | _____ |
| 25. Patient | _____ | _____ | _____ |

Traits you think should be added.

| | | | |
|---|---|---|---|
| 26. _____ | _____ | _____ | _____ |
| 27. _____ | _____ | _____ | _____ |
| 28. _____ | _____ | _____ | _____ |
| 29. _____ | _____ | _____ | _____ |
| 30. _____ | _____ | _____ | _____ |

PERSONALITY RATING SCALE

| YOUR NAME: _____ | Poorer than most | About same as most | Higher than most | Very high |
|---|---|---|---|---|
| WORK HABITS | | | | |
| 1. Industrious | | | | |
| 2. Accuracy | | | | |
| 3. Promptness | | | | |
| 4. Concentration | | | | |
| GROUP ATTITUDES | | | | |
| 1. Reliability | | | | |
| 2. Cooperation | | | | |
| 3. Leadership | | | | |
| 4. Respect for others' rights | | | | |
| PERSONAL CHARACTERISTICS | | | | |
| 1. Friendliness | | | | |
| 2. Courtesy | | | | |
| 3. Neatness<br>a. in person | | | | |
| b. in work | | | | |
| 4. Self-confidence | | | | |
| 5. Poise | | | | |

Name _____

## HOW ARE YOUR WORK HABITS?

Listed below are common activities desired by employers. In the blank rate yourself using numbers (1) excellent, (2) good, (3) fair, (4) poor, and (5) very poor, as they would relate to the job you do in school.

_____ works accurately
_____ does neat work
_____ sees the job through (does not quit because it gets difficult)
_____ always proceeds in an orderly manner
_____ cooperates with others
_____ keeps busy
_____ proper conduct
_____ gets along well with others
_____ accepts criticism without becoming upset
_____ cares for equipment (books, desks, etc.)
_____ uses equipment properly
_____ economical use of materials (doesn't waste things)
_____ follows orders and instructions
_____ acts promptly
_____ uses efficient working methods
_____ uses safety and health precautions
_____ practices cleanliness and grooming

Which of the above do you think is the very most important? Explain.

List the next four in their order of importance, writing a sentence to explain why you think each of them is important.

# TEST YOUR OWN CAREER APTITUDES

Name _____ Date _____

I. What your school record shows.

A. Average grade in English _____

B. Average grade in social studies _____

C. Average grade in science _____

D. Average grade in math _____

E. Name your two favorite school subjects (physical education, music, shop, etc.)

1. _____ Gr. _____

2. _____ Gr. _____

II. School activities (sports, plays, etc.)

A. Your favorite school activity is

_____

It interests me because _____

_____

III. Your three favorite hobbies (skiing, carpentry, photography, reading, etc.) are:

A. _____

B. _____

C. _____

IV. What is your favorite activity outside of school and work (play ball, watch tv, tinker with car, etc.)?

A. _____

B. _____

V. What skills do you have?

A. _____

B. _____

C. _____

VI. What course of study or special training (business subjects, aviation, mechanical drawing, music, etc.) would you like to take if you could?

_____

VII. Has anyone ever said that you were especially good at doing any one thing (getting along with people, acting in a play, speaking, playing the piano)? If so, what?

_____

_____

VIII. Have members of your family suggested any particular career to you? What?

_____

How do you feel about this suggestion?

_____

IX. What have you often thought you would like to do for a living?

_____

A. Why? _____

_____

B. How long have you been interested in it?

_____

X. What occupations or fields of work would you like more information about?

_____

XI. Consider your part-time jobs. What jobs have you held?

A. _____

B. _____

XII. Different jobs require different types of reading.

A. Do you read newspapers? _____

What parts? _____

_____

B. Name two magazines that you read most often:

_____

_____

C. Name three books you have read which you especially like (outside of school books):

_____

_____

_____

XIII. What TV (or radio) program do you especially like?

_____

XIV. Check the activities in the list below that espeically interest you and tell why you like them.

___ A. Working outdoors _____

_____

___ B. Writing _____

_____

___ C. Using tools _____

_____

___ D. Meeting many people _____

_____

___ E. Making speeches _____

_____

___ F. Doing new things all the time _____

_____

XV. Check two of the following things which you would like to do best about either a radio or garment. (Place a check after radio _____ or after garment _____ to indicate choice.)

_____ Make it

_____ Sell it

_____ Improve it practically

_____ Draw a picture of it

_____ Write about it

_____ Buy it

_____ Plan (or design it)

_____ Repair it

_____ Use it

_____ Improve its beauty

_____ Teach others about it

_____ Write ads about it

## DESCRIPTION OF LIFE CAREER GAME

Basically the Life Career Game is a simulation technique which if used in conjection with other career development experiences can:

1. Add reality to decision-making for the future
2. Provide opportunities to teach teamwork and decision-making strategies
3. Develop the implications of the interrelatedness of decisions made in the spheres of family life, education, occupation, and leisure, over segments of time.

To become familiar with the game, it is helpful to play 2 to 3 rounds (simulated years of life) after studying the manual. The game can be played in teams of two to four, and if the formal scoring is used, student or teacher aides need to be trained to assist with team questions and scoring. An informal scoring procedure (see form on next page) can be added to, or substituted for the formal scoring. Some of the most productive discussions of decision-making skills, the values of planfulness and educational and vocational exploration, can occur between major choice points in playing the game. After the student teams have played six to eight rounds of the game, using the hypothetical student profiles, the students can develop their personal profiles (self-descriptions) and simulate planning several years of their own life.

In summary, The Life Career Game can be a reality, simulating and motivating strategy which is easily incorporated into an unit of decision-making at the eighth or ninth grade level.

# EVALUATION CHECKSHEET FOR LIFE CAREER GAME

| | |
|---|---|
| Complete and accurate | 3 |
| Incomplete | 2 |
| Inaccurate | 1 |
| Not enough information to judge | 0 |

## I. Educational Planning

A. Courses and grades

B. Accepted for post high school training yes ☐ no ☐

C. Scholarship awarded yes ☐ no ☐ amount ☐_____

D. Reasons for decisions made and results

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| 1. Aptitudes support plans | | | | |
| 2. Interests support plans | | | | |
| 3. Income necessary to plans | | | | |
| 4. Values support plans | | | | |

## II. Job Planning

A. Position secured or promotion achieved _____

1. Occupational classification _____

2. Prestige of position: much ☐ some ☐ little ☐

3. Job security: much ☐ some ☐ little ☐

4. Salary ☐_____

B. Reasons for job placement plans

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| 1. Aptitudes support plans | | | | |
| 2. Interests support plans | | | | |
| 3. Education support plans | | | | |
| 4. Background and experience support plans | | | | |
| 5. Number of job openings | | | | |

## III. Family Life Planning

A. Family status

1. Living with parents ☐

2. Married ☐

3. Parent with: 0 ☐ one ☐ two ☐ three or more children ☐

B. Reasons for family life decisions

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| 1. Time needed for family help or housework matches up time used | | | | |
| 2. Interests match family status | | | | |
| 3. Values match family status | | | | |

## IV. Leisure Time Use

A. Major leisure time activities ranked in order of satisfaction: (1,2,3)

1. Hobbies ☐
2. Fun with friends ☐
3. Relax at home ☐

| B. | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| 1. Family status supports use of leisure time | | | | |
| 2. Education and aptitudes supports use of leisure time | | | | |
| 3. Interests supports use of leisure time | | | | |
| 4. Values support use of leisure time | | | | |

## V. General Life Satisfaction

1. Average scores from the four major life activities

## VI. General Planning Strategies (use after several rounds)

1. Wise use of the profile-aptitudes, interests, values
2. Balance of resources (time) used wisely in the four activity areas. (compare scores in 4 areas over 8 rounds)
3. Balance of short-term versus long-term life satisfactions. (average scores compared for each year against an overall average and an analysis of high and low score years)

## LIST OF VALUES

1. Security
2. Wealth (money)
3. Independence (being your own boss)
4. Helping others
5. Power (authority or influence over others)
6. Recognition (being noticed, feeling important)
7. Justice (fairness)
8. Knowledge
9. Beauty
10. Health

VALUE INVENTORY - GRADE 7

1. Here are some values. List others and think how important each one is to you. Rank the following: U - Unimportant, I - Important, V - Very Important.

I HOPE THAT MY JOB WILL:

_____ Permit me to be creative and original.

_____ Let me use my special abilities and talents.

_____ Permit me to be helpful to others.

_____ Allow me to work with people rather than things.

_____ Let me work with things rather than people.

_____ Give me status and prestige.

_____ Provide a chance to earn a good deal of money.

_____ Give me a stable, secure future.

# VALUE INVENTORY - GRADE 8-9

RANK THE FOLLOWING: U - Unimportant, I - Important, or V - Very Important

| | | |
|---|---|---|
| _____ | Community Service Goals..... | Helping others, making my community a better place to live. |
| _____ | Family Centered Goals..... | Being a good husband or wife, being a good parent, providing, a good home life. |
| _____ | Financial Goals..... | Being well off financially, having a nice home, car or other possessions. |
| _____ | Job-Centered Goals..... | Enjoying my work, being successful at my job. |
| _____ | Personal Adjustment Goals..... | Being happy and content, becoming mature and well adjusted, being liked and respected. |

# VALUE PREFERENCE EXERCISES

DISCUSS YOUR PREFERENCE IN EACH OF THE FOLLOWING SITUATIONS:

A. To defend your belief even though you know your action may make you less popular with your co-workers.

B. To keep silent about your beliefs in order to keep the approval of your co-workers.

A. To work in an office where the beginning pay is good, but the physical surroundings are unattractive and co-workers are ill-mannered.

B. To work in an office where the beginning pay is less, but the physical surroundings are good, and co-workers are well mannered.

A. To marry early and have a family.

B. To work for a while before marriage.

(THINK UP SOME MORE VALUE PREFERENCE CHOICES)

## INTERESTS AND ABILITIES QUIZ

Select the interest or ability which will make the following statements true. Record your answer in the blank space.

_____ 1. (Social Service) (Outdoor) (Mechanical) work is performed outside most of the time as farmers, forest rangers.

_____ 2. (Mechanical) (Clerical) (Artistic) work is performed with machines and tools as a sheet metal worker, carpenter.

_____ 3. (Clerical) (Scientific) (Computational) involves work with numbers as an accountant bookkeeper.

_____ 4. (Social Service) (Scientific) (Musical) likes to discover new facts and solve new problems as a chemist, nurse, doctor.

_____ 5. (Persuasive) (Clerical) (Musical) likes to deal with people and promote new products or ideas as salesman, store clerk, minister.

_____ 6. (Scientific) (Artistic) (Social Service) likes creative work as an architect, painter, dress designer.

_____ 7. (Mechanical) (Artistic) (Literary) likes to read and write as a teacher, actor, novelist.

_____ 8. (Musical) (Artistic) (Literary) enjoys either listening to or performing as a musician.

_____ 9. (Scientific) (Clerical) (Social Service) likes to help people as a nurse, minister, social worker.

_____ 10. (Clerical (Mechanical) (Literary) likes office work as a bookkeeper, secretary, statistician.

## INTERESTS AND ABILITIES

If the results of an interest inventory showed you had one of the following, list two (2) occupations you might pursue which require the interest of this type.

| | | | | |
|---|---|---|---|---|
| 1. | Outdoor | (a) _____ | (b) _____ |
| 2. | Mechanical | (a) _____ | (b) _____ |
| 3. | Computational | (a) _____ | (b) _____ |
| 4. | Scientific | (a) _____ | (b) _____ |
| 5. | Persuasive | (a) _____ | (b) _____ |
| 6. | Artistic | (a) _____ | (b) _____ |
| 7. | Literary | (a) _____ | (b) _____ |
| 8. | Musical | (a) _____ | (b) _____ |
| 9. | Social Service | (a) _____ | (b) _____ |
| 10. | Clerical | (a) _____ | (b) _____ |

List two (2) occupations which require the following abilities:

| | | | |
|---|---|---|---|
| 1. | Verbal Comprehension | (a) _____ | (b) _____ |
| 2. | Reasoning | (a) _____ | (b) _____ |
| 3. | Number | (a) _____ | (b) _____ |
| 4. | Space | (a) _____ | (b) _____ |
| 5. | Mechanical Comprehension | (a) _____ | (b) _____ |
| 6. | Physical | (a) _____ | (b) _____ |
| 7. | Scientific | (a) _____ | (b) _____ |
| 8. | Creative | (a) _____ | (b) _____ |

MY EXTRA-CURRICULAR ACTIVITIES AND INTERESTS

CLUBS AND ORGANIZATIONS
(Include length of membership, record of participation, offices held)

| Organization | Things I dislike about it | Things I like about it |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

SOCIAL LIFE

| Activity | Things I dislike about it | Things I like about it |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

HOBBIES, MAGAZINES, TRAVEL, ETC.

| Activity | Things I dislike about it | Things I like about it |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Do you see any pattern in your likes and dislikes? How can an understanding of the likes and dislikes listed above help you in selecting your vocation?

# YOUR INTERESTS AND YOUR CAREER

## What are Interests?

It's all fairly simple. You're interested in an activity when you like to do it. It can be pottery, mountain climbing, stamps, choral work, or hundreds of other things. The test of interest is whether or not you pay a lot of attention to something for considerable periods of time because you have a great liking for it. You can focus your interests on persons, things, activities and experiences.

The importance of any of your interests in molding your future will also depend upon how much you like a particular activity. Suppose we represented interest range as a thermometer. Boiling point would be extreme liking for something. Maybe you'd check your interest in building model planes at that point. A little below at "blood temperature" would be the point at which you'd mark you interest in basketball. Below that, at the middle of the thermometer, is where you'd spot your indifference to checkers. A few points further along you'd chalk off your dislike for solving puzzles, while the base of the thermometer is where you'd show your extreme dislike for anything along art lines.

It's important that you recognize how much interest you have in any activity. Your success in your career choice--if it's along lines of a certain interest--may depend on the intensity of your interest. You know that wehn you're in love with your job you're alert, vigilant, resourceful and careful. You're also more likely to be efficient and to show initiative and inventiveness.

## Imaginary Interests

Watch out for imaginary interest. Some people are misled by these make-believes that catch the eye for a while. You may be doing a lot of fanciful dreaming when you imagine yourself as a great bridge builder, top-notch radio commentator or skillful surgeon. Such daydreams can have some important meaning only if they're followed up by some related activity. For example, you not only dream about being the chief engineer on the world's biggest bridge, but you actually get yourself wrapped up in building miniature bridges of matchsticks.

## Discovering Your Interests

Have you ever taken an inventory of your interests? It's fun, and very useful, too. You do pretty much as the grocer does when he wants to take stock of goods on his shelves. The pattern of interests that emerges from such an inventory will help you organize your thinking about your future career.

Let's go back to the thermometer idea. Draw one, marking it off into five equal segments. Label these from bottom to top as follows: extreme dislike, dislike, indifference, like, extreme like. Now think of all your hobbies, listing each in the correct segment of your drawing. Recount other leisure time activities, both indoors and outdoors; the clubs and other groups to which you belong; and the kinds of books and magazines you enjoy the most. Record these on the thermometer, too.

Next list your school subjects for the past two years, those you liked best going near the top of the list. Put down any jobs you've had too. Don't forget the daily papers. Jot down various features or types of articles, according to the degree to which they absorb your interest.

Now let's see what you have. You may be surprised to find a concentration of several groups of related interests at different points on the scale. Show the results to your parents, teachers, friends, or others who can help you decide what it all boils down to. Their analysis of your diagram, plus test results will help you do some clear thinking in school and career planning, and in many other ways.

## Developing New Interests

Perhaps as a result of a test you have taken, or from an analysis of your interests you feel that you ought to broaden your area of activities. "How can I develop new interests?" you may ask. We've a simple two-word answer: do things. Try out all kinds of new activities. You'll be surprised to find that you really enjoy some of them. It's just like trying new soups, drinks or meat dishes. You can't say whether or not you like them until you've tasted them.

Doing new things involves making new friends; joining another club or group; widening the scope of your reading; visiting museums, exhibits, fairs and industrial plants, devoting more time to educational motion picture, radio and television programs; and making every effort to get acquainted with people in various walks of life.

It may take a lot of practice to develop a new interest. You'll often have to sweat it out to gain proficiencyain an activity, such as debating or fine needlework. But you'll find that as your interest grows you gain proficiency and you don't regret the struggle to master the new hobby.

Once you've developed a pattern of interests you'll find that they'll change little, especially if you're over 14 years of age. You may discard one activity and take up a related one that requires more skill or intelligence than the hobby you started in your early teens.

## How Interests Come About

You were not born with a set of interests awaiting use. You got them through everyday experience, your daily living and contacts. As a kid you may have had very childish ones that you've long since cast aside. Your interests changed as you matured, changed friendships or moved about. Strong interests that developed in your early teens tend to persist and to develop.

## Interests and Careers

Now here's the payoff as to why you should be so concerned with your interests. Extensive research has shown that people who do a particular type of work usually have similar interests both on and off the job. In fact, a very close tie-up has been found between jobs and interests.

Your interest pattern gives you some clue as to how well you'll like various classes of jobs for which you have ability.

Accordingly, choosing a career is easier and a lot more certain for you if you know your fields of interest. You can seek the help of your counselor in giving you and in interpreting an interest test. Such a test tells you how your interest compares with the interests of successful workers in different fields of work. It will tell you, for example, whether the things you like to do are similar to those enjoyed by lawyers. This may be important for you to know. It gives you some idea of how much you might like your work and the people you work with if you have the abilities and the opportunity to complete the long training required of lawyers.

Interest tests tell you whether your interests are high or low in comparison with other high school students. The scores in these tests are given in broad fields, such as scientific, persuasive, and musical interests. In career-planning, it's important for you to know what such scores mean. Suppose you should get a high musical score on one of these tests. Does that mean you should be an opera singer or musician? Not necessarily. You may not be able to sing a note. It merely means that you like musical activities more than most other boys or gals in school. It suggests that if you have the abilities required for over-the-counter selling, you might enjoy selling platters in a record shop more than you would ties in a haberdashery. Interest tests can give you an idea as to how much you'll like jobs in different fields for which you have ability. Your achievement and your abilities are your strengths. Your interests are your bent. It's wise to follow your bent, if you're strong enough to carry the load. Such tests also help you to discover hidden interests about which you were not aware.

You certainly should choose a vocation that you'll enjoy working at, since you'll be spending such a large portion of your time at work. Also remember that strong interest in a job will help you in getting ahead. It acts as a drive, making you do things. Thus you learn more quickly and are apt to be more efficient and to get ahead faster than if you weren't deeply interested.

There's an important psychological angle to consider too. The famous psychiatrist Dr. William Menninger has stated that about three out of four patients who come to psychiatrists complained of deep dissatisfaciton with their jobs. In many of these cases the men had better than average ability. But their hearts were not in their work. They were discontented, bored and worn out. In all of these cases their interest scores were not in line with what one might expect in their fields of work.

Interests and School Planning.

A careful analysis of your interests helps you select school subjects that will contribute to your future plans. Interests in a subject, plus intelligence, aptitude and hard work, will boost your chances of getting grades that you'll be proud to show dad and mom. In taking subjects

that are along lines of your interests you can find out whether certain interests are genuine and deep-rooted or just skin deep.

While in this article we have concentrated on interest as a factor in career choice, you should not lose sight of other important elements which you should also consider. Among these are your aptitudes, chances for advanced training, your personality traits, and the job opportunities open to you.

MY WORK EXPERIENCES AND MY INTERESTS

| Job | Things I disliked about it | Things I liked about it |
|---|---|---|
| Firm: _____<br>Dates: _____<br>Positions: _____ | | |
| Firm: _____<br>Dates: _____<br>Positions: _____ | | |
| Firm: _____<br>Dates: _____<br>Positions: _____ | | |
| Firm: _____<br>Dates: _____<br>Positions: _____ | | |
| | | |

What likes and dislikes listed above might affect your choice of vocation?
How can your work experience help you in choosing your vocation?

## AS OTHERS SEE YOU

### Manners and Grooming

How Do YOU Look To Others?

| | YES | NO |
|---|---|---|
| 1. Are your clothes usually clean? | ___ | ___ |
| 2. Do you usually keep your hair clean and neatly combed? | ___ | ___ |
| 3. Do you have good posture? | ___ | ___ |
| 4. Do you usually wear a smile? | ___ | ___ |
| 5. Do you usually look ahead rather than down? | ___ | ___ |
| 6. Do you keep your teeth clean? | ___ | ___ |
| 7. Do you usually have your shoes shined and in good repair? | ___ | ___ |
| 8. Do you try to keep your body free of offensive odors? | ___ | ___ |
| 9. Do you ever over-dress that is, wear conspicuous clothes just for show? | ___ | ___ |

How Do You ACT With Others?

| | Yes | No |
|---|---|---|
| 1. Do you do things for others without expecting them to do a return favor? | ___ | ___ |
| 2. Do you usually remember the names of persons to whom you are introduced? | ___ | ___ |
| 3. Do you try to keep out of other people's affairs? | ___ | ___ |
| 4. Do you try to observe the rules of etiquette? | ___ | ___ |
| 5. Do you show proper respect for older people? | ___ | ___ |
| 6. Do you ever try deliberately to embarass others? | ___ | ___ |

Gilles, Lambert L., Charting Your Job Future, Science Research Associates, 1957.

IMPORTANT NEEDS OF WORKERS

| | Very Imp....to....Very Unimp. | | Very Satis....to....Very Diss. |
|---|---|---|---|
| 1. Use of ability | | | |
| 2. Achievement | | | |
| 3. Activity | | | |
| 4. Advancement | | | |
| 5. Authority | | | |
| 6. Company Policies & Practices | | | |
| 7. Compensation | | | |
| 8. Co-workers | | | |
| 9. Creativity | | | |
| 10. Independence | | | |
| 11. Moral Values | | | |
| 12. Recognition | | | |
| 13. Responsibility | | | |
| 14. Security | | | |
| 15. Social Service | | | |
| 16. Supervision-Human Relations | | | |
| 17. Social Status | | | |
| 18. Supervision - Technical | | | |
| 19. Variety | | | |
| 20. Working Conditions | | | |

# JUNIOR HIGH SCHOOL WORK EXPERIENCE PROGRAM

Some of the characteristics of current work experience and work exploration programs in Minneapolis and Roseville Public Junior High Schools will be discussed. Minneapolis has a program for the educationally disadvantaged at nine junior highs which provides 3-4 hours per day of out-of-school work experience for 14-15 year old ninth graders.* Roseville has an in-school work program for 7, 8, & 9th graders and is planning an out-of-school program.

Some basic issues in establishing a work program include accordance with child labor laws including the minimum wage law, the responsibility for developing school and/or community work stations, incentives for students i.e. salary, token earnings, recognition and school credit. The development of school subjects or activities with work related experiences has been one way of providing junior high students with work samples and simulated and pre work experience without having to contend with employment regulations.

To what degree career exploration, interpersonal skill development or other student outcome objectives are emphasized provide direction to the program organization.

ORGANIZATIONAL QUESTIONS INCLUDE:

A. Student selection i.e. age, aptitude, school interest
B. Nature of work related experiences: work samples, simulations, school classes, regular youth employment in or out of school
C. Student incentive system, recognition, course credit, material rewards, token salary, regular minimum wage, or a combination of incentives

Some examples of work experiences which could be developed in school or in the community as wrok samples simulated experiences or direct employment include:

| SCHOOL SUBJECT | CAREER FIELD | WORK SAMPLES |
|---|---|---|
| English | Adwriters | Answer phone, write ads, proofread ads |
| Science | Medical Technician | Type blood, test urine, use microscope |
| | Horticulturist | Graft plants, sort seeds, roots & transplant |
| Industrial Arts | Carpenter | Plane, saw, nail, assemble |
| | Photographer | Take pictures, load camera, develop pictures |

*For further information contact Paul Muller, Project Administrator, 107 Fourth Street Southeast or Call 332-0573.

| SCHOOL DEPARTMENT | IN-SCHOOL WORK STATION EXPERIENCES |
|---|---|
| Physical Education | Record keeping, inventory, game posters, posture charts, diagramming stunts and plays |
| English | Making library lists, mounting pictures, making graphs, mounting transparencies, bulletin boards, duplicating materials. |
| Building Maintenance | Sweeping, dusting, cleaning blackboards, erasers, lockers, furniture, drinking fountains, moving supplies, refinishing desks, repairing lockers, window screens. |
| School Store | Selling, record keeping, inventory, advertising |
| Teacher Aide | Filing teaching materials, stamping, stapling, bulletin boards, messenger, alphabetizing, telephone answering, duplicating materials. |

STUDENT EVALUATION (For use by student and supervisor)

NAME _____

WORK STATION _____

SUPERVISOR _____

WEEK ENDING _____

| | Seldom Observed | Sometimes Observed | Usually Observed |
|---|---|---|---|
| 1. USE OF TIME: is productive for the entire work period | | | |
| 2. DEPENDABILITY: attendance | | | |
| follows directions | | | |
| productivity | | | |
| 3. INITIATIVE: seeks out additional tasks when scheduled work is completed | | | |
| 4. ATTITUDE: pleasant, willing worker | | | |
| respectful of others | | | |
| cooperative - works well with others | | | |
| behaves appropriately | | | |

## STRENGTH BOMBARDMENT EXERCISE

(Groups of 3 to 6)

In order to concentrate on the potential contributions and strengths of each individual, establish the ground rule of positive statement about oneself. Initially, students will be uncomfortable and embarassed; but emphasize the reasons for the exercise and model the ground rules yourself. A lead statement may be: "each one of us will take two minutes to describe things we like about ourselves, our strengths and personal qualities, then each member of the group should comment in a positive sincere way on our self description". The list of "strengths" may be used as a lead-in-activity.

### LIST OF STRENGTHS

| | Often or Good | Always or Excellent |
|---|---|---|
| 1. Hard-working | _____ | _____ |
| 2. Sincere | _____ | _____ |
| 3. Cheerful | _____ | _____ |
| 4. Poised | _____ | _____ |
| 5. Patient | _____ | _____ |
| 6. Enterprising | _____ | _____ |
| 7. Loyal | _____ | _____ |
| 8. Dependable | _____ | _____ |
| 9. Witty | _____ | _____ |
| 10. Tactful | _____ | _____ |
| 11. Friendly | _____ | _____ |
| 12. Sportsmanlike | _____ | _____ |
| 13. Self-reliant | _____ | _____ |
| 14. Creative | _____ | _____ |
| 15. Unselfish | _____ | _____ |

OBSERVATION GUIDE FOR TEAMWORK

As you watch the group at work, make tally marks when you see behaviors which fit in to each of the categories. Jot down examples if you like.

LEVELS OF BEHAVIOR

| | |
|---|---|
| FIGHT behavior: attacking, being aggressive, joking, showing negative feeling.<br>Examples: | |
| FLIGHT behavior: avoiding the problem, withdrawing, joking, going off the point, over-intellectualizing.<br>Examples: | |
| PAIRING behavior: being warm and friendly, intimate, supportive, agreeable. (Watch for OPPOSITE of this too -- being impersonal, aloof, cold, and so on.)<br>Examples: | |
| DEPENDENCY behavior: looking to the leader for support or direction; heavy reliance on structuring and defining of devices and procedures. (Watch for OPPOSITE too - rebellion, denial of need for structure.)<br>Examples: | |
| WORK behavior: acting on the problems facing the group in a problem-solving way.<br>Examples: | |

TASK ROLES

| | Member A | Member B | | | | |
|---|---|---|---|---|---|---|
| Gives Opinion | | | | | | |
| Asks Opinion | | | | | | |
| Gives Information | | | | | | |
| Asks Information | | | | | | |
| Shows Understanding (smiles, nod or words) | | | | | | |
| Agrees (smiles, nod or words) | | | | | | |
| Disagrees (frowns or words) | | | | | | |
| Suggests Action | | | | | | |
| Off Subject | | | | | | |
| Summarizes | | | | | | |
| Shows Feeling - Emotion (voice, face, gesture) | | | | | | |
| | | | | | | |

# ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Directions:

This form is designed to help you think about your behavior in groups (such as meetings and committees). First, read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best. Label this mark "B". Do the same for the point that describes you when you are at your worst. Mark this check "W".

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable direction for changing your behavior.

1. Ability to listen to others in an understanding way

0 1 2 3 4 5 6 7
Low High

2. Ability to influence others in the group

0 1 2 3 4 5 6 7
Low High

3. Tendency to build on the ideas of other group members

0 1 2 3 4 5 6 7
Low High

4. Likely to trust others

0 1 2 3 4 5 6 7
Low High

5. Willingness to discuss my feelings (emotions) in a group

0 1 2 3 4 5 6 7
Low High

6. Willingness to be influenced by others

0 1 2 3 4 5 6 7
Low High

7. Tendency to run the group

0 1 2 3 4 5 6 7
Low High

8. Tendency to seek close personal relationships with others in a group.

0 1 2 3 4 5 6 7
Low High

9. My reaction to comments about my behavior in a group

0 1 2 3 4 5 6 7
Low High

10. Awareness of the feelings of others

0 1 2 3 4 5 6 7
Low High

11. Degree of understanding why I do what I do

0 1 2 3 4 5 6 7
Low High

12. Reaction to conflict and problems in the group

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

13. Reaction to expressions of affection and warmth in the group

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

14. Reaction to opinions opposed to mine

0 1 2 3 4 5 6 7
Low Tolerance High Tolerance

EDUCATIONAL PLANNING SHEET - Grade 7-8

1. My educational goals are: _____

2. What marks am I aiming for this year in grade 7?

| | Marks actually earned |
|---|---|
| ____ English | ____ |
| ____ Math | ____ |
| ____ Social Studies | ____ |
| ____ | ____ |
| ____ | ____ |
| ____ | ____ |
| ____ | ____ |

3. Grade 8 marks aiming for

| | Marks actually earned |
|---|---|
| ____ English | ____ |
| ____ Math | ____ |
| ____ Social Studies | ____ |
| ____ | ____ |
| ____ | ____ |
| ____ | ____ |
| ____ | ____ |

4. In which of the following subjects will I have my best record in Grade 9: (make predictions)

_____

_____

_____

_____

_____

5. What type of high school program am I aiming for?

____ Business Education
____ College Preparation
____ Data Processing
____ Electro-Electronics
____ Food Preparation
____ Woodworking
____ Graphic/Commercial Arts
____ Health Occupations
____ Home Economics
____ Metals/Machines
____ Power Machines
_____ Other
_____ Other
_____ Other
_____ Other

EDUCATIONAL PLANNING SHEET - GRADE 9

Based on your present knowledge, state the courses you intend to take in each of your senior high school years. Do not list more than six subjects for any one year.

TENTH GRADE

English (Required)

Physical Education & Health (Required)

ELEVENTH GRADE

English

American History

TWELFTH GRADE

English

Senior Social Studies

BASED ON PRESENT KNOWLEDGE,
STATE YOUR CAREER GOALS

CAREER GOALS

# GROUP WORK PREFERENCE EXERCISE

| Attribute | Student Rating | | |
|---|---|---|---|
| | Low | | High |
| 1. Gets the job done: | | | |
| a. quality | 1 | 50 | 100% |
| b. on time | 1 | 50 | 100% |
| 2. Has fun working on project | 1 | 50 | 100% |
| 3. Talks openly about issues | 1 | 50 | 100% |
| 4. Helps one another | 1 | 50 | 100% |

Now the group members reflect on why the ratings came out as they did. They become specific about what they do well and what they do poorly as a team. The team should then focus on areas for improvement.

---

This exercise was adapted from Fordyce and Weil, Managing With People, Addison-Wesley Pub., 1971.

EXAMPLES OF KEY STEPS IN DECISION MAKING

1. Motivation for decision
2. Compare the alternatives
3. Timing: When do I decide?
4. Alternatives: Investigated? Judged for validity? Risk?
5. Reconsider timing - Can I put off the decision? or part of it? Will someone else or circumstances force a choice?
6. Compare alternatives in light of 3 & 4.
7. Try out: Can I try one or more alternatives?
8. Summarize findings
9. What assumptions have I made?
10. The process repeats such step, probably with some sub-decisions made along the way.

PERSONAL INTERVIEW:

Suggested questions you might ask: (if the employer does not bring them up). Remember, you have jsut as much right to ask questions during the personal interview as does the employer.

1. What future is there for me here?
2. Does the company have any sort of training program?
3. Is my job likely to be all-year round or seasonal?
4. Will there be an opportunity for me to learn the trade or business?
5. How many people will be giving me work to do?
6. Does the company have a salary schedule?

TIPS:

1. Go alone: leave your mother, girl friends, boy friends, and everyone else at home. Nothing will weaken your case so much as having people along with you.
2. Arrive a few minutes before the appointment. This will give you a chance to sit down and get into a relaxed mood.
3. Never enter an office chewing gum or smoking. It is all right to smoke during the interview, if the employer offers you a cigarette.
4. Be seated only when told to do so. (Sometimes an employer will not ask an applicant to be seated since it tends to prolong the interview.)
5. Be sure to remove your hat. Girls may keep theirs on.
6. Be cheerful and pleasant but avoid forced giggling and laughing.
7. Be conservative, but confident, in estimating your abilities. It is always wise to promise a little less and then produce a lot more.
8. Don't beg or plead for the job because you have a lot of poor or sick relatives to support or bills to pay. So does everyone else. You should get the job on your own merits.
9. Be relaxed. Look into the interviewer's face when you speak.
10. Be accurate and specific in answering questions. If you will be 18 years of age two months from now, you are not 18 now.
11. Don't talk too much. If you didn't graduate from high school, you didn't. No need to spend half an hour telling why. Don't complain too much about previous employers or other people. Don't be afraid to admit that you have some faults too.
12. Don't place too much emphasis on salary, increases, overtime pay, pensions, sick leaves, paid holidays, bonuses, and vacations.
13. Thank the employer for the interview whether you get (or accept) the job or not.
14. Be prepared to take an intelligence or aptitude test. This is now a standard part of the hiring procedure with many companies.
15. When the employer wants you to leave, he will drop some gentle hint or suggestion which you will easily recognize.
16. There's no need to be overly-over polite. No need to be saying "yes sir" and "no, sir" or "thank you" all the time. Too much of that gets to sound awfully insincere after a while.

# CAREER DAYS PROGRAM

The purpose of the career days program is to provide for the students the widest possible exposure to first hand information on vocations. This is accomplished by bringing into the school a large number of people representing a wide variety of occupations and by providing field trip opportunities to businesses and industries. Part of the program also includes speakers and information on educational opportunities in high school and beyond. Following is a description of the process of setting up a career days program in a junior high school. THe format used can be easily modified in terms of length and degree of involvement, as well as available resources.

Planning the program was begun several months in advance. A committee was organized with representatives from the counseling department, the administration, and from each instructional department, usually the department chairman. Each department assumed the responsibility of arranging for speakers or field trips representative of its particular academic area. In addition, speakers on occupations of general interest were arranged for primarily by the counseling and social studies departments.

The program was set to operate for a period of one week. The first four days were devoted to speakers, films, and field trips covering occupations. The fifth day the emphasis was primarily on education and training. In order to provide maximum flexibility all classes of the involved grade were suspended so that students could independently schedule themselves for speakers and field trips. THe scheduling took place in the social studies classes during the week prior to the start of the career days schedule. In addition to scheduling themselves for speakers and field trips students also scheduled time (approximately one hour a day) for research in vocational files. A brief form for summarizing research and speakers was required from each student at the end of the week.

During the week immediately following the career days the social studies teachers and counselors spent time with the students evaluating the information they had collected and planning school programs that would be consistent with their tentative goals.

The success of the program is dependent upon the degree of involvement by the various departments in the school and by providing time for adequate advance preparation. Availability of staff, space and speakers has to be coordinated carefully, along with the necessary A-V materials. One person should be designated with the responsibility for coordinating the program. Students should have an adequate opportunity to plan their schedules in advance, and should be prepared for this by exploring their interests, values, aptitudes and abilities in light of their potential vocational choices. As a rule it was found that the better the advance preparation, the greater the likelihood of enthusiastic response on the part of the participants.

CASE STUDY #1

HAPPY WORKERS IN THE SLAUGHTER HOUSE

In a London slaughter house where pigs were killed there was a small room in which the internal organs were sorted and washed prior to using them for other purposes; intestines for sausage skins, glands for chemical extracts, etc. The room was below ground level, dimly lit, cold and damp. Its floors were covered with waste which smelled extremely unpleasant to an outsider. Yet, in these far from ideal surroundings, six girls worked cheerfully--laughing and singing throughout the day. The company doctor recommended that the girls be replaced by men and transferred to another department. But this well-meant recommendation brought such a storm of protest from the girls that it was withdrawn. Why? These girls formed a happy team. They believed that they were doing a good job and they had a good supervisor, who let them take their own time with the work and gave them a lot of praise.

QUESTIONS: How does this show that work is social in nature and a source of personal need satisfaction?

CASE STUDY #2

AIRCRAFT WORKER

CASE STUDY: Read the following statement (made by an aircraft worker)

"You take this doohickus here----I don't know what they call it. My job is to drill three holes in a triangle shape. All I do is set my pattern on the plate and drill the holes. They tell me it fits somewhere in the wing section. Morgan, the shop foreman, was giving me some bull about how the airplane would fall apart without my three holes. Well, ain't that great! Look, all I want is my $2.80 per hour. If three holes in a triangle will do it, that's fine. If they want em in a straight line, just give me the pattern and I'll do it, just so long as I draw my $2.80."

QUESTIONS: What is this worker interested in?
What does his job mean to him?
What are his goals?
If you were his supervisor, would you promote him?
Is his view typical of most assembly line workers?
Is pride in workmanship very common?

Make up others---of different attitudes.

# JOB STUDY GUIDE - 1

## Job Outline

STUDENTS NAME_____ GRADE_____ AGE____ DATE_____

TITLE OF JOB:

DUTIES: What I will actually do in this job.

Characteristics of the Job: What is it like? What is the schedule? How many hours per day? How many days per week? How much money does it pay?

Qualifications: What must I know to get this job? How much education? What are the physical requirements (health, age)?

Prospects of Getting This Job: What are my chances of getting a job like this? Are they scarce or plentiful?

Finding the Job: Where, when and how do I go about getting this job?

JOB STUDY GUIDE - 2

Vocational Investigation

The following is an outline to aid you in determining what you ought to investigate under the various areas of a job analysis. Not all areas noted here will apply to every job or job field you study.

A. Nature of the Work

1. What kind of a job is this?
2. What work would I actually perform if I were to enter this field?
3. Why does this sort of work appeal to me?
4. Could I really do this work? If not, why?

Be thorough if you do this part.

B. Personal Requirements

1. What type of interests does this job require?
   a. Do I possess these interests?
   b. How does my Kuder relate to the interest requirements of this job?
   c. Do my hobbies bear any relation to the types of interests required by this job?
   d. Could I develop interests such as this job requires?

2. What abilities would I have to possess in order to enter and perform this job?
   a. Do I really possess these abilities
   b. How do I know I possess these abilities?
   c. What do my tests indicate?
   d. Could I achieve or learn the skills necessary for this job?

3. What type of personality does this job require?
   a. What are some personal qualities that would be necessary in this job?
   b. Do I possess these qualities?
   c. If not, could I develop these personal qualities?

4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?

5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values, or attitudes?

C. Preparation Required to Enter and Perform this Job

1. What subjects do I need to study?

2. What level and type of education is required? (High school, college, trade school, apprenticeship, etc.) Do my achievements thus far (grades, tests) indicate that I can reach this level of education? Are there any reasons why I cannot reach this level of education?

3. Other Requirements
   a. Union
   b. License
   c. Special examinations
   d. Work experience

Student _____
Firm _____

JOB STUDY GUIDE - 3

Job Identification Facts

Job title _____

Other titles used _____ Male _____ Female _____

Brief summary of nature or function of the job _____

_____

Salary range: Minimum _____ Maximum _____ Av. bonus or comm. _____

Working hours: Average hours per week _____; daily from _____ to _____
Number of nights worked _____
Overtime: Never _____ Seldom _____ Frequent _____

Additional facts on hours: _____

Educational Requirements: Elem. School _____ High School _____ Post-Sec. _____
College _____ Special courses required _____

Job Experience: Previous experience required? Yes _____ No _____
Acceptable type and length _____
Previous jobs normally held _____
Next job in line of promotion _____
Other promotion opportunities _____

Supervision:
Supervision of others: Positions _____
Supervised by: Position _____
_____ Supervision is authoritative, worker makes no decisions
_____ Worker is given some supervision
_____ Worker has free rein; makes most decisions himself

Equipment: _____

On-the-job-training: Length of time _____ Skills taught _____

_____

Relationship to other jobs: Persons contacted regularly as part of job:
Within the company _____ Outside the company _____
_____ _____

Technical information used on the job: _____

_____

Other Information: _____

_____

Use of basis skills:
Mathematics: _____
Communication: _____

(Use the reverse side of the sheets for any additional information)

INDUSTRIAL RELATIONS STUDY

Below are some reasons why employees in several corporations were discharged or were not promoted.

| | Percent most Common Causes for Discharge | Percent Deficient Preventing Promotion |
|---|---|---|
| LACK OF SPECIFIC SKILLS: | | |
| in shorthand | 2.2 | 3.2 |
| in typewriting | 1.6 | 2.4 |
| in English | 1.6 | 5.2 |
| in dictaphone | 1.3 | 1.6 |
| in arithmetic | 1.3 | 3.0 |
| in office machines | .9 | 3.2 |
| in bookkeeping | .6 | 1.4 |
| in spelling | .6 | 2.7 |
| in penmanship | .0 | 1.8 |
| | 10.1% | 24.5% |
| CHARACTER TRAITS: | | |
| carelessness | 14.1 | 7.9 |
| non-cooperation | 10.7 | 6.7 |
| laziness | 10.3 | 6.4 |
| absense for causes other than illness | 8.5 | 3.7 |
| dishonesty | 8.1 | 1.2 |
| attention to outside things | 7.9 | 5.6 |
| lack of initiative | 7.6 | 10.3 |
| lack of ambition | 7.2 | 9.7 |
| tardiness | 6.7 | 4.6 |
| lack of loyalty | 3.5 | 4.6 |
| lack of courtesy | 2.2 | 3.8 |
| insufficient care of and improper clothing | 1.6 | 3.0 |
| self-satisfaction | .9 | 4.4 |
| irresponsibility | .3 | .8 |
| unadaptability | .3 | 1.4 |
| absence due to illness | .0 | 2.4 |
| | 89.9% | 76.5% |

This study was concerned with office and clerical employees. Other studies have indicated that the figures given above for lack of specific skills and character traits are approximately true for factory and sales employees.

# THE IMPORTANCE OF FEEDBACK

## The Johari Window

The effectiveness of our behavior depends in large measure on the feedback we receive from other people. This does not mean just the verbal feedback relative to reactions to our behavior, understanding, agreement, support, or the lack of these, etc., but also the constant non-verbal clues -- facial expression, body attitude, type of movement, etc. These non-verbal clues may tell us more than verbal clues, particularly in a situation where social norms dictate that we must be polite or where we have learned that it is not safe to communicate. There are certain things that most of us do not want to hear about ourselves, and we punish people for telling us those things. Yet, if we wish to increase the effectivenes of our behavior, these are the very things we should learn about ourselves. How many of you are actually seeking information about the effectiveness of your behavior in your group meetings?

Getting feedback from others gives us the opportunity to (1) increase our awareness of ourselves, (2) determine the consequences of our behavior, and (3) change our behavior if we wish to do so. When we meet another person, we have no choice but to make some impact, stimulate some ideas, arouse some impressions and observations, or trigger some feelings and reactions. But we do have some choice as to whether we wish to attempt to get some of this data and to use it to modify our behavior. If your interpretation of feedback is incorrect or you are blind to feedback, your behavior could be totally inappropriate and could lead to undesirable or unanticipated consequences.

A model for looking at the relations between self and others as a basis for better understanding of what happens in our relationships is given in the Johari window:

THINGS ABOUT MYSELF THAT:

| | I Know | I Do Not Know |
|---|---|---|
| Others Know | Common Knowledge | My Blind Spots That My Best Friends Have Not Yet Told Me About |
| Others Do Not Know | My Secrets & Things I Have Not Yet Had A Chance To Tell | My Hidden Potential or Things I Never Dreamed I Could Do or Be |

# RULES FOR DECISION MAKING IN SMALL GROUPS

Step 1 Decide how to decide. (leader? majority vote? consensus?)

Step 2 Specify clearly what is to be decided.

Step 3 Identify all possible alternatives.

Step 4 Explore each alternative
- a. Identify the advantages & make a list
- b. Identify the disadvantages of each

Step 5 Explore and elaborate the "personal" wants of each individual in the group. (e.g. What can each member give to the alternative and what can each member expect to receive from the alternative.)

Step 6 This step is the first choice point. Now select the alternative that has the most value to the individual group members.

Step 7 If a decision is not made at this time then:

a. Explore for additional alternatives

b. Re-examine the individual wants of each member of the group.

c. Make a tentative decision and "live it" as a group for a period of time.

# NEGOTIATION EXERCISE

1. In small groups - the task is for the entire class to set up a grading system for this unit. Each group elects a leader to represent their views. (10 minutes time)

2. Each of the small group elected leaders gathers to reach a common grading system for the entire class. (time limit 30 minutes)

    a. All communication of groups and their representative leaders must be written.

    b. Caucus meetings come out of the 30 minutes time limit.

EVALUATION - What decisions were reached by each group?
Where did conflict arise?
Did the leaders represent their group views?
Was consensus truly achieved?

## GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

| Communication Skills | Doing all right | Need to do it more | Need to do it less |
|---|---|---|---|
| 1. Amount of talking in group | | | |
| 2. Being brief and concise | | | |
| 3. Being forceful | | | |
| 4. Drawing others out | | | |
| 5. Listening alertly | | | |
| 6. Thinking before I talk | | | |
| 7. Keeping my remarks on the topic | | | |
| 8. _____ | | | |
| **Observation Skills** | | | |
| 1. Noting interest level of group | | | |
| 2. Sensing feelings of individuals | | | |
| 3. Noting who is being "left out" | | | |
| 4. Noting when group avoids a topic | | | |
| 5. _____ | | | |

| Problem-solving Skills | Doing all right | Need to do it more | Need to do it less |
|---|---|---|---|
| 1. Stating problems or goals | | | |
| 2. Asking for ideas, opinions | | | |
| 3. Giving ideas | | | |
| 4. Evaluating ideas critically | | | |
| 5. Summarizing discussion | | | |
| 6. Making issues clear | | | |
| 7. _____ | | | |
| **Morale-building Skills** | | | |
| 1. Showing interest | | | |
| 2. Working to keep people from being ignored | | | |
| 3. Harmonizing, helping people reach agreement | | | |
| 4. Expressing praise or appreciation | | | |
| 5. _____ | | | |
| **Emotional Expressiveness** | | | |
| 1. Telling others what I feel | | | |
| 2. Hiding my emotions | | | |
| 3. Disagreeing openly | | | |
| 4. Expressing warm feelings | | | |
| 5. Expressing gratitude | | | |
| 6. Being sarcastic | | | |
| 7. _____ | | | |

| Ability to Know and Accept Emotional Decisions | Doing all right | Need to do it more | Need to do it less |
|---|---|---|---|
| 1. Being able to face conflict, anger | | | |
| 2. Being able to face disappointment | | | |
| 3. Being able to stand silence | | | |
| 4. _____ | | | |
| **Social Relationships** | | | |
| 1. Competing to outdo others | | | |
| 2. Acting dominant toward others | | | |
| 3. Trusting others | | | |
| 4. Being helpful | | | |
| 5. Being protective | | | |
| 6. Calling attention to one's self | | | |
| 7. Being able to stand up for myself | | | |
| 8. _____ | | | |
| **General** | | | |
| 1. Understanding why I do what I do (insight) | | | |
| 2. Encouraging comments on my own behavior (feedback) | | | |
| 3. Accepting help willingly | | | |
| 4. Making my mind up firmly | | | |
| 5. Criticizing myself | | | |
| 6. Waiting patiently | | | |
| 7. Going off by myself to read or think | | | |
| 8. _____ | | | |
| 9. _____ | | | |

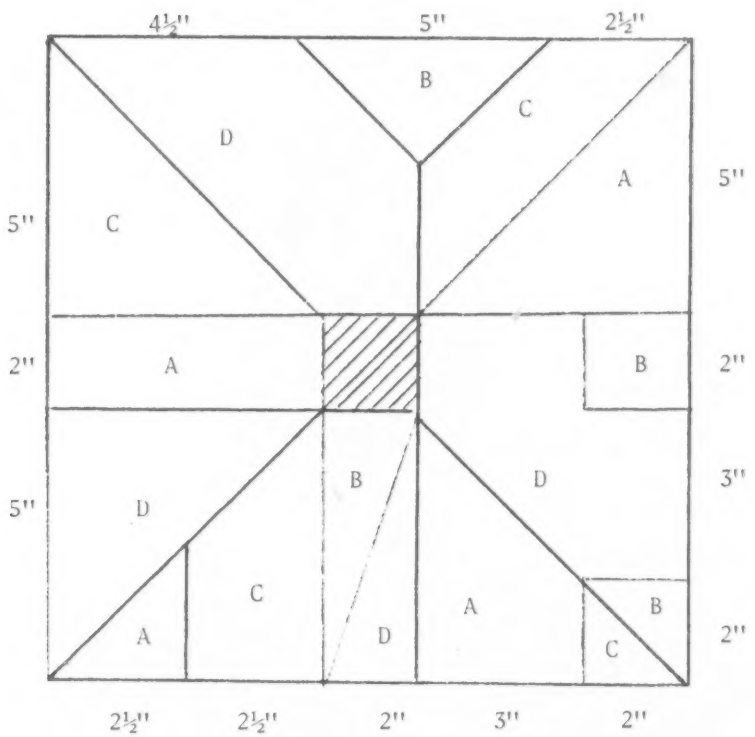
# THE HOLLOW SQUARE EXERCISE

The exercise creates a laboratory setting for learning communication skills and the values of cooperation and involvement in team work.

The class is divided into a "planning team", "operating team", and "observing team" with specific directions for each.

The task is to build a hollow square (the pieces can be made from cardboard--see the key, or an easier design can be substituted. Be sure to initially physically separate the planning and operating team. The lab takes 50 minutes and follow up discussion is best right after the lab - so a total time block of 1½ - 2 hours is preferred.

The Hollow Square Key



## Briefing for Observing Team

You will be ovserving a situation in which a PLANNING TEAM decides how to solve a problem and gives instructions to an OPERATING TEAM for implementation. The problem consists of assembling 16 pieces of cardboard into the form of a hollow square. The PLANNING TEAM is supplied with the general layout of the pieces. This team is not to assemble the parts itself but is to instruct the OPERATING TEAM on how to assemble the parts in a minimum amount of time. You will be silent observers throughout the process.

### Suggestions for Observation

1. Each member of the OBSERVING TEAM should watch the general pattern of communication but give special attention to one member of the PLANNING TEAM (during the planning phase) and one member of the OPERATING TEAM (during the assembling period.)

2. During the Planning Period watch for such behavior as this:

   a. The evenness of unevenness of participation among PLANNING TEAM members.

   b. Behavior that blocks or facilitates understanding.

   c. How the PLANNING TEAM divides its time between planning and instructing (how early does it invite the OPERATING TEAM to come in?).

   d. How well it plans its procedure for giving instructions to the OPERATING TEAM.

3. During the Instruction Period (when the PLANNING TEAM is instructing the OPERATING TEAM) watch for such things as these:

   a. Who in the PLANNING TEAM gives the instructions (and how was this decided)?

   b. How is the OPERATING TEAM oriented to the task?

   c. What assumptions made by the PLANNING TEAM are not communicated to the OPERATING TEAM?

   d. How full and clear were the instructions?

   e. How did the OPERATING TEAM members react to the instructions?

   f. Did the OPERATING TEAM feel free to ask questions of the planners?

4. During the Assembly Period (when the OPERATING TEAM is working along) watch for such things as these:

   a. Evidence that instructions were clearly understood or misunderstood.

   b. Non-verbal reactions of PLANNING TEAM members as they watch their plans being implemented or distorted.

OBSERVER'S NOTES

| | This Helped | This Hindered |
|---|---|---|
| Phase I - Planning | | |
| Phase II - Instructing | | |
| Phase III - Assembly | | |

## Briefing Sheet for Planning Team

Each of you will be given a packet containing 4 (the number may vary) cardboard pieces which, when properly assembled, will make a hollow square design.

### Your Task

During a period of 50 minutes you are to do the following:

1. Plan how the 16 pieces distributed among you should be assembled to make the design.

2. Instruct your OPERATING TEAM on how to implement your plan (you may begin instructing your OPERATING TEAM at any time during the 50 minute period - but no later than 5 minutes before they are to begin the assembling process).

### General Rules

1. You must keep all pieces you have in front of you at all times.

2. You may not touch or trade pieces with other members of your team during the planning or instructing phase.

3. You may not show the sheet (with the detailed design) to the OPERATING TEAM at any time.

4. You may not assemble the entire square at any time (this is to be left to your OPERATING TEAM).

5. You are not to mark on any of the pieces.

6. Members of your OPERATING TEAM must also observe the above rules until the signal is given to begin the assembling.

7. When time is called for your OPERATING TEAM to begin assembling the pieces you may give no further instructions, but are to observe the operation.

## Briefing Sheet for Operating Team

1. You wil have responsibility for carrying out a task for four people according to instructions given by your PLANNING TEAM. Your PLANNING TEAM may call you in for instructions at any time. If they do not summon you before _____ you are to report to them anyway. Your task is scheduled to begin promptly at _____, after which no further instructions from your PLANNING TEAM can be given. You are to finish the assigned task as rapidly as possible.

2. During the period when you are waiting for a call from your PLANNING TEAM it is suggested that you discuss and make notes on the following:

   a. The feelings and concerns which you experience while waiting for instructions for the unknown task.

   b. Your suggestions on how a person might prepare to receive instructions.

3. The notes recorded on the above will be helpful during the work group discussion following the completion of your task.

## POSSIBLE LEARNING FROM COMMUNICATION EXPERIMENT

### Problems Which May Occur When One Group Makes Plans Which the Other Group is to Carry Out

1. Planners sometimes impose restrictions on themselves which are unnecessary.
2. It is sometimes difficult for planners to see the task from the point of view of the operators.
3. Sometimes in planning more attention is given to details while the larger clues and possibilities go unnoticed.
4. Planners sometimes fail to apportion their time wisely because they plunge into the act of planning before they think through their entire task and the amount of time available to them.
5. Planners sometimes have different understandings of their task and the boundaries in which they must operate.
6. When members of a planning team fail to listen to one another, it necessitates frequent efforts to clarify - with the resulting loss of time.
7. Sometimes planners fail to use all the available resources.
8. Sometimes planners fail to prepare a proper physical set-up for the working team.
9. Sometimes planners become so involved in the planning process that they do not plan their method of instruction the implementers.

### Common Problems When Planners Instruct Operators

1. Sometimes planners do not consider the operators' anxieties when they orient them to the environment and task.
2. Planners may not allow enough time for instruction and help the operators to "get set" and feel comfortable for the job.
3. Planners may not encourage questions from the operators and therefore assume greater understanding than the operators have.
4. The planners own feelings of anxiety or security are likely to be transmitted to the operators.
5. Planners sometimes give detailed instructions before giving the operator an "overall" feel of the task.
6. Planners sometimes stress minute problems which concerned them while ignoring more important points.
7. The instructions may be given in a way that discourages members of an operating team from working as a team.

Common Problems When Operators Carry Out the Plans of Others

1. If instructions are confusing, operators tend to display irritation toward each other as well as toward the planners.

2. If instructions are unclear, considerable time will be spent in repeating for clarification.

3. Members of an operating team will often have different perceptions of their instructions.

4. The factor of pressure will influence different operators in different ways - the efficiency of some will go up and the efficiency of others will decline.

5. If members of an operating team do not feel themselves to be a team, they will usually perform less efficiently. (During some periods one person may be working on part of the problem all alone while the others wait inactively for him to complete the task.)

## FEEDBACK SUGGESTIONS

The giving (and receiving) of information requires courage, skill, understanding, and respect for self and others.

Some suggestions for communicating, whether it be simple concrete information or more personal information include.

1. Focus on behavior rather than the person. It is more important that we refer to what a person does rather than comment on what we imagine he is.

2. Focus on observations rather than guesses or speculations.

3. Focus on description rather than judgment. Description is reporting what actually happened. Judgment refers to an evaluation in terms of good or bad.

4. Focus on sharing ideas and information rather than giving advice.

5. Focus on exploration of alternatives rather than answers or solutions. This way we are more likely to avoid premature solutions to problems.

6. Focus on the amount of information that the person receiving can use, rather than the amount that you have which you might like to give.

FEEDBACK SUGGESTIONS PART II

Communication Exercise
(90 - 100 minutes)

Purpose - This exercise serves a number of purposes which are significant to developing more open and direct interpersonal relationships. It generally serves to:

1. Get people talking to each other comfortably in a personal way.
2. Build trust and involvement in the process of "laboratory learning" and a desire to learn more about communication.
3. Introduce people to several key concepts in communication:
   (a) listening with meaning
   (b) selective perception
   (c) feedback
   (d) the multi-dimensional nature of communication - eg. content vs. relationship.

Explanation - The exercise has three quarters and a fourth optional quarter. Each quarter has a different set of rules and takes a little longer than the preceding quarter. The exercise is designed to help you look at the ways in which you communicate with others and to help you communicate more effectively.

Quarter One

1. Divide into pairs -- generally it is better to select someone with whom you do not have a great deal of association. One member of the pair is to be A and the other member is to be B. Please decide now who is to be A and who is to be B.

2. A is to make a statement to B either about himself, about B or about the relationship between them. Try not to make bland statements but say something about which you have some feelings and which can have real meaning for both of you.

3. B repeats the statement back to A exactly as A said it. He is to use the exact words, tone, inflections and gestures. He is to mirror the statement back to A exactly as he perceived it.

4. A makes a second statement to B. B mirrors it.

5. A makes a third statement to B. B mirrors it. There is to be no discussion of it. Simply make the statements and mirror them back.

6. Reverse the process. B makes three statements to A and after each one A mirrors them back.

7. Discuss the experience with each other. (This may be followed by a short lecture or discussion on listening.)

Quarter Two

1. A makes a statement to B similar to those made in the first quarter. He may either build on what was said before, or he may choose to talk about something else, but it should still be about himself or B or about their relationship.

2. B responds by saying "What I think you mean is _____" and he then says what he thinks A meant. He does not try to speculate about why he thinks that or about why A might be saying that. He simply tells A exactly what he thinks A meant by the statement. A is not to correct B if he thinks he is wrong. The point is that what B heard was what got communicated, correctly or incorrectly.

3. A makes a second statement. B responds with "What I think you mean is _____" etc.

4. A makes a third statement. B responds as before.

5. Reverse the process. B makes three statements to A and after each A responds with "What I think you mean is _____."

6. Discuss the experience with each other. (This may be followed by a short lecture or discussion on Selective Perception.)

Quarter Three

1. A says something to B with the same rules as before.

2. B responds as in Quarter Two with "What I think you mean is _____."

3. A and B negotiate until they are in complete agreement about what A really meant and A is able to respond to B with "Yes, that is exactly what I meant." Do not embellish or go beyond the original meaning and don't try to psychologize each other. Simply attempt to get at the exact meaning of what was said.

4. Repeat steps 1, 2 and 3 twice more.

5. Reverse the process with B initiating the statements and A responding (three times).

6. Discuss the experience with each other. This may be followed by a short lecture or a discussion on Feedback. (eg. -- the Johari Window). This is designed to illustrate the self-correcting nature of feedback through two-way communication and to provide a transition to the next quarter, which is a bit more threatening.

Quarter Four (Optional, it is suggested that only educators trained in group dynamics attempt Quarter Four)

1. Combine your pairs in groups of four. Assign the letters A, B, C, and D respectively to the four members of the group.

2. A is the "topic person" first. Each member of the group is to give A some positive feedback as constructively as possible. This is to be done as follows:

3. B says to A "An observation I have made about you which I like is _____." B then shares with A an observation he has made about A to which B has positive feelings or impressions.

4. A responds with "What I think you mean is _____" and tells B what he thinks B meant.

5. A then adds "My reaction to that is _____" and tells B what his spontaneous reaction was to B's feedback.

6. C and D then respectively go through the same procedures with A.

7. B, C, and D in turn become the "topic person" and receive positive feedback from the other three members of the group. Most people, if they are willing to be honest, do have positive impressions of others, even though they have never seen the other person before. Be as honest and specific and helpful as you can. Feedback is the process by which we learn to relate to each other.

8. Discuss the experience either in your group of four or with the whole group.

This may be followed by a brief summary of the purposes listed at the beginning, emphasizing clearly the "relationship" dimension of communication.

N A S A

Group Decision Making Exercise

INSTRUCTIONS: This is an exercise in group decision-making. Your group's task is to organize in the best way possible in order to bring about the best decisions possible regarding the problem at hand. First choose a pilot of your space crew who will act as group chairman. He may, if he chooses, appoint other officers (i.e. a secretary to act as recorder of the decisions, an observer to suggest ways of helping the group processes, etc.)

Once the decision of who is to be the pilot has been made, that person should hand in his copy of this instruction sheet with the following filled in:

Pilot: _____

Members:

_____

_____

_____

_____

_____

_____

_____

(IF ANY OF THE OTHER MEMBERS ARE APPOINTED TO POSITIONS PLEASE NOTE.)

KEY

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. Give members only the list of items.

| | | |
|---|---|---|
| Little or no use on moon | 15 | Box of matches |
| Supply daily food required | 4 | Food concentrate |
| Useful in tying injured together, help in climbing | 6 | 30 Feet of nylon rope |
| Shelter against sun's rays | 8 | Parachute silk |
| Useful only if party landed on dark side | 13 | Portable heating unit |
| Self-propulsion devices could be made from them | 11 | Two .45 caliber pistols |
| Food, mixed with water for drinking | 12 | One case dehydrated Pet milk |
| Fills respiration requirement | 1 | Two 100 lb. tanks of oxygen |
| One of the principal means of finding directions | 3 | Stellar map (of the moon's constellation) |
| $CO_2$ bottles for self-propulsion across chasms, etc. | 9 | Life raft |
| Probably no magnetized poles; thus useless | 14 | Magnetic compass |
| Replenishes loss by sweating, etc. | 2 | 5 gallons of water |
| Distress call when line of sight possible | 10 | Signal flares |
| Oral pills of injection medicine available | 7 | First aid kit containing injection needles |
| Distress signal transmitter possible communication with mother ship | 5 | Solar-powered FM receiver-transmitter |

GROUP SUMMARY SHEET

| | Individual Predictions | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Group Prediction |
| Box of matches | | | | | | | | | | | |
| Food concentrate | | | | | | | | | | | |
| 50 feet of nylon rope | | | | | | | | | | | |
| Parachute silk | | | | | | | | | | | |
| Portable heating unit | | | | | | | | | | | |
| Two .45 caliber pistols | | | | | | | | | | | |
| Pet milk--one case dehydrated | | | | | | | | | | | |
| Two hundred-pound tanks of oxygen | | | | | | | | | | | |
| Stellar map (of the moon's constellation | | | | | | | | | | | |
| Life raft | | | | | | | | | | | |
| Magnetic compass | | | | | | | | | | | |
| Five gallons of water | | | | | | | | | | | |
| Signal flares | | | | | | | | | | | |
| First aid kit containing injection needles | | | | | | | | | | | |
| Solar-powered radio | | | | | | | | | | | |

## WHAT IS SENSITIVITY TRAINING?

Sensitivity training has been described with different labels including T-grouping, encounter grouping, human potential development, human awareness, confrontation, marathons, human relations training etc. Since about 1960 various applications of social psychology in human relations training has become almost a social movement with all ranges of enthusiastic support and severe criticism. Because of the variety of experiences lumped into sensitivity training it is difficult to describe the objectives or techniques involved as well as any evaluation.

In general, there appears to be two general areas of objectives. One goal area is to develop personal awareness or knowledge of oneself as a social being. This is accomplished by creating a group climate of helpfulness, trust and openness. Experiences and feelings about oneself and relationships within the group form the content of study and discussion. A skillful trainer is required to direct the group in ways that emphasize individual strengths and recognizes an individual's freedom and responsibility for his own growth. The second general goal area is to learn various skills of group dynamics such as group decision-making, communication in a group and the nature of organizational change. Group exercises or laboratory situations are often created for simulating group tasks and interpersonal relationships for the purposes of studying the process involved in a climate of understanding and helpfulness.

GROUP WORK OBSERVATION FORM

| Problem Solving | Didn't Observe | Observed Little | Observed Some | Observed Much |
|---|---|---|---|---|
| How well did the group stick to its job? | | | | |
| How clearly did the group understand its problem? | | | | |
| How well did the group get information? | | | | |
| How well did the group use the information? | | | | |
| How well was the procedure for working planned? | | | | |
| How well did they test for agreement? | | | | |
| How well did the accommodate for differences among members? | | | | |
| | | | | |

PROCESS OBSERVATION OF DECISION-MAKING

1. Did the group clearly specify what is to be decided so that all understood?

2. The group discussed many possible alternatives before deciding?

3. Were the views of all the members (even less active ones) elicited?

4. Can all of the group members work to improve the problem area chosen?

5. Was the condition that all group members should be able to work toward improving the problem area discussed and resolved by the group?

6. All of the suggested alternatives were explored to discover their advantages and disadvantages?

7. When discussing and when arriving at a final decision was silence interpreted as agreement?

8. The decision was made by:

   a. One person
   b. A minority of persons
   c. A majority of persons
   d. Consensus of all members

# PAINTING A TEAM PICTURE - I

You have shared a variety of experiences in your group to this point. Undoubtedly you have impressions of your group as a whole.

Purpose of this exercise is:

1. To share how we each see the group.
2. To discuss how and why people see the group differently - if they do.

Steps:

1. Take a sheet of newsprint and marking pens, if these are available. Otherwise, use a sheet of paper and pencil or pen.
2. Each person in the group, with no talking among group members, draw his impressions of the group at this time on the paper.
3. When everyone has had a chance to draw on the paper, then the entire group discusses the drawings:

   What do the drawings say about the group?

   What do the drawings say about the person who drew them?

   What differences are there among the drawings? Why these differences?

   What differences are there in the ways people are seeing your group?

   Why? What do these differences say about what your group might do next?

   What non-verbal communication means are you now aware of that you weren't before doing this exercise?

# TEAMWORK EXERCISES

## EDUCATIONAL SPACE TEAM SKIT (50 minutes)

In groups of 5 the task in 10 minutes is to plan a model school on the moon. Determine what 3 rules you are going to take with you to this ideal moon school. Have at least 2 observers for each team. Observers report group progress and verbal and non-verbal communication. Don't try to record everything.

ACTORS - Throw yourself into the act, make it realistic, try to reach a decision.

Rest of class will be sharing observations.

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## NEWSPAPER TEAMWORK EXERCISE

In small groups build a structure out of newspaper and masking tape that will hold one of the members. Have 2 observers for each group.

After Discuss: a. decision-making -- define ways of making decisions
i.e. (a) one person decides (b) vote (c) a few decide (d) fake consensus (e) true consensus

b. cooperation - define

Questions: A. How many actually worked on the project?

B. How many were frustrated?

C. Did anyone sit back and let others do his work?

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## PAINTING A TEAM PICTURE EXERCISE - II

Group of 4 to 6. (New or old group) As a team paint a team picture. The picture should be creative, integrate individual efforts, reflect the personality of the team, sign your team painting with a team name.

Then Discuss: Shyness, feelings of embarrassment about painting: Feelings of artistic inferiority: Feelings of exposure: Enjoyment: Who got the choice spot on the painting: Did anyone paint over any one else's work?: Did wit or humor appear? Why?: How was conflict handled?: Did anyone drop out of the group?: Did a leader emerge?

# VOCATIONAL DEVELOPMENT INVENTORY

(Grades 8-9)

Directions:

There are a number of statements about occupational choice and work listed below. Occupational choice means the kind of job or work that you think you will probably be doing when you finish all of your schooling.

If you agree or mostly agree with the statement, use your pencil to blacken the T on the separate answer sheet. If you disagree or mostly disagree with the statement, blacken the F on the answer sheet. Be sure your marks are heavy and black. Erase completely any answer you wish to change.

1. Once you choose a job, you can't choose another one.
2. In order to choose a job, you need to know what kind of person you are.
3. I guess everybody has to go to work sooner or later, but I don't look forward to it.
4. A person can do any kind of work he wants as long as he tries hard.
5. I'm not going to worry about choosing an occupation until I'm out of school.
6. The greatest appeal of a job to me is the opportunity it provides for getting ahead.
7. I often daydream about what I want to be, but I really haven't chosen a line of work yet.
8. Knowing what you are good at is more important than knowing what you like in choosing an occupation.
9. Your parents probably know better than anybody which occupation you should enter.
10. If I can just help others in my work, I'll be happy.
11. Everyone seems to tell me something different, until now I don't know which kind of work to choose.
12. I don't know how to go about getting into the kind of work I want to do.
13. Why try to decide upon a job when the future is so uncertain.
14. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.

15. It's probably just as easy to be successful in one occupation as it is in another.

16. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.

17. There are so many things to consider in choosing an occupation, it is hard to make a decision.

18. It doesn't matter which job you choose as long as it pays well.

19. You can't go very far wrong by following your parents' advice about which job to choose.

20. I am having difficulty in preparing myself for the work I want to do.

21. I know very little about the requirements of jobs.

22. The job I choose has to give me plenty of freedom to do what I want.

23. The best thing to do is to try out several jobs, and then choose the one you like best.

24. There is only one occupation for each person.

25. Whether you are interested in a particular kind of work is not as important as whether you can do it.

26. I can't understand how some people can be so set about what they want to do.

27. As long as I can remember, I've known what kind of work I want to do.

28. I want to really accomplish something in my work -- to make a great discovery or earn lots of money or help a great number of people.

29. You get into an occupation mostly by chance.

30. It's who you know, not what you know, that's important in a job.

31. When it comes to choosing a job, I'll make up my own mind.

32. Choose an occupation which gives you a chance to help others.

33. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.

34. Choose an occupation, then plan how to enter it.

35. I really can't find any work that has much appeal to me.

36. Choose a job which allows you to do what you believe in.

37. The most important part of work is the pleasure which comes from doing it.

38. I keep changing my occupational choice.

39. As far as choosing an occupation is concerned, something will come along sooner or later.

40. Why worry about choosing a job when you don't have anything to say about it anyway.

# CAREER DEVELOPMENT TEST

(Grades 8 - 9)

PART I

Directions: Decide if you mostly agree or mostly disagree with each of the following statements. If you mostly agree, blacken T on the separate answer sheet. If you mostly disagree, blacken F on the separate answer sheet.

1. You can't get a satisfactory job these days without a college education.
2. An occupation that offers a good job today will most likely do so in 20 years.
3. Most jobs at the same income level have the same requirements.
4. The State Employment Service handles only skilled occupations.
5. Personality factors have much to do with job dismissals.
6. It is almost impossible to plan your life in advance because so much depends on luck or chance.
7. The decisions you make now have a big effect on your life in later years.
8. Upon graduation from high school, a final career choice should be made.
9. The goal of occupational planning is to find the one occupation that will fit your needs.
10. In the early high school years it is wise to keep your ideas about your future job flexible.
11. In the senior high school three years in English are required to every student.
12. You must have at least ½ year of physical education in senior high school
13. The on-the-job training programs are usually available to students in the sophomore year of high school.
14. Chemistry and physics require a knowledge of basic algebra.
15. High school industrial arts courses prepare you to enter a skilled trade.
16. Biology is usually taken by high school juniors.
17. Most students enrolled in foreign languages take more than one year of a specific language.
18. Typing is the basic or first necessary course in the office education department.
19. High school on-the-job training programs are for boys only.
20. In general, students should explore several academic areas in high school.

21. Only those with good grades can expect to get education after high school.

22. To get education after high school, your parents must have plenty of money.

23. A knowledge of a foreign language is required for admission to most Minnesota colleges.

24. While serving an apprenticeship, the apprentice has no formal classroom obligations.

25. High school grades are more important than a test score in considering college entrance.

26. The military may provide career training, but you must pass tests which will qualify you for a specific area of training.

27. Before enrolling in a private trade school, it is a good ideaa to ask for opinions of employers in that trade.

PART II

Directions: Select the choice (a, b, d, or d) that you think best completes each statement. Then blacken in the appropriate space on the separate answer sheet.

28. The most expensive of the following schools is
    a. a state university
    b. a junior college
    c. a trade school
    d. a private liberal arts school

29. The highest grades would be required to be admitted into
    a. General College at the University of Minnesota
    b. Liberal arts at a private college such as Macalester
    c. Skilled trades at St. Paul Vocational Technical Institute
    d. Education at St. Cloud State College.

30. A high school diploma will usually insure your admission to
    a. St. Paul Vocational Technical Institute
    b. University of Minnesota liberal arts college
    c. White Bear State Junior College
    d. None of these

31. In order for an 18 year old boy to enroll in a technical or skilled trade program at a Minnesota Area Vocational Technical Institute, you would have to pay a tuition of
    a. $750 a year
    b. $600 a semester
    c. $45 a month.
    d. None of these

32. Based on current trends, in the next decade the demand for laborers is likely to
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

33. Based on current trends, educational and training requirements for jobs are likely to
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

34. Based on current trends, job opportunities for women are likely to
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

35. Based on current trends, in the next decade the demand for farmers is likely to
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

36. Authorities believe that in the future it is likely that the average number of hours in the work week will
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

37. The "computer age" has brought about fewer job opportunities in
    a. Most occupations
    b. Unskilled occupations
    c. Professional occupations
    d. Public Service Occupations

38. Based on current trends, the demand for skilled workers is likely to
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

39. The best single source of information for occupational research is the
    a. Occupational Outlook Handbook
    b. Newspaper want ads
    c. Dictionary of Occupational Titles
    d. Employment Opportunities by the State Employment Service

40. In personal occupational planning, each student should study
    a. Approximately three occupations
    b. All occupations
    c. The skills of personal planning
    d. One occupation

41. Tests can best help a student determine
    a. Values
    b. Interests
    c. Odds of success and failure
    d. a and b

PART III

42. Directions: Decide which <u>four</u> occupations would most likely be available to a person with a high school diploma and <u>no specialized training</u>. Then on the answer sheet, blacken in the four spaces that have the same letters as your choices.

    a. Forest ranger
    b. Journeyman carpenter
    c. Gas station attendant
    d. Engineer
    e. Practical nurse
    f. Dental hygienist
    g. Assembly line worker
    h. Truck driver
    i. Physical education teacher
    j. Draftsman
    k. Social worker
    l. File clerk

43. Directions: Decide which four occupations would be most appropriate to a person with a high school diploma and 1 - 2 years of specialized training. Then on the answer sheet, blacken in the four spaces that have the same letters as your choices.

a. Forest ranger
b. Journeyman carpenter
c. Gas station attendant
d. Engineer
e. Practical nurse
f. Dental hygienist
g. Assembly line worker
h. Truck driver
i. Physical education teacher
j. Draftsman
k. Social worker
l. File clerk

44. Directions: Decide which four educational or training programs most likely available to a person without a high school diploma. Then on the separate answer sheet, blacken in the four spaces that have the same letters as your choices.

a. University correspondence school
b. Public vocational or technical school
c. Private trade school
d. Armed forces
e. State 4 year college
f. High school night school
g. State junior college
h. Private 4 year college

45. Directions: Decide the three educational or training institutions that would most likely prepare a person to enter a skilled trade. Then on the separate answer sheet, blacken in the three spaces that have the same letters as your choices.

a. University correspondence school
b. Public vocational or technical school
c. Armed forces
d. Private trade school
e. State 4 year college
f. High school night school
g. Private 4 year college

46. Jane, a sophomore, would like to learn more about job opportunities and training requirements in the field of social work. Below is a list of resources that Jane could use to learn more about this field.

Directions: Select the four resources that would be likely to give Jane the most reliable and complete information onsocial work. Then on the separate answer sheet, blacken in the four spaces that correspond to the letters of your choices.

a. Her English teacher
b. Novels about famous social workers
c. The Occupational Outlook Handbook
d. Her parents
e. Her counselor
f. Newspaper want ads
g. State Employment Service
h. Institutions training social workers

47. Bill, a junior in high school is tentatively interested in the field of engineering. Below is a list of resources that Bill could use to learn more about post-high school educational and training institutions.

Directions: Select the four resources that would be likely to give Bill the most reliable and complete information about educational and training institutions. Then on the separate answer sheet, blacken in the four spaces that correspond to the letters of your choices.

a. Lovejoy's College Guide
b. Older college friend studying dentistry
c. State Employment Service
d. College bulletins
e. Novels about college life
f. Offical college representatives
g. His English teacher
h. His counselor

CAREER DEVELOPMENT TEST, Grades 7 & 8

____ 1. Choose the most important job from the following:
a. Bricklayer
b. Engineer
c. Custodian
d. All of the above

T - F 2. Our world of work is becoming more and more interdependent.

T - F 3. Our world of work is moving to less division of labor.

T - F 4. Age is not a factor when seeking employment in industry.

T - F 5. School grades count for admission to trade and technical schools or colleges.

____ 6. Each individual because of special abilities, talents, and interests is best suited for:
a. One single job
b. All jobs
c. A cluster of jobs
d. Any job of interest

T - F 7. Absence or tardiness in school doesn't hurt your job chances.

T - F 8. Math is not important if you're going to a trade school.

T - F 9. The payment of social security is required of most workers.

T - F 10. All people remain on the same job for their entire lives.

T - F 11. Personality factors have much to do with job dismissals.

T - F 12. An agenda is a plan for a group meeting or project.

T - F 13. When you "brain storm" ideas, each contribution should be it is mentioned.

____ 14. To work effectively in a group the things we might have to change are:
a. Our hobbies
b. Some of our ideas
c. Our friends
d. Where we live

T - F 15. In democratic group decision-making everyone's opinion is considered.

T - F 16. Groups usually divide the work according to the skills and knowledge of their members.

T - F 17. In order to be a group the members must share some of the same interests and goals.

T - F 18. Group leaders usually don't take part in what the group members are doing.

T - F 19. Leaders are sometimes selected because of their "expert" knowledge.

T - True
F - False
A - Agree
D - Disagree

A - D 20. Why worry about choosing a job when you don't have anything to say about it anyhow.

A - D 21. Good luck is more important than hard work for success.

A - D 22. A student is largely responsible for his own school success.

A - D 23. A student's resources for planning include his time, skills, money and effort.

A - D 24. A students use of leisure time has little to do with his educational and occupational future.

A - D 25. One of the steps in personal decision-making is considering what might follow certain courses of action.

A - D 26. Personal planning and career decision-making is a life long process.

PROGRAM REACTION SURVEY

☐ Project Educator

☐ Non-Project Educator

1. In what ways has the Career Development Program helped you to do a better job professionally?

   A. Increased my knowledge of career development concepts.
   B. Provided a vehicle for increasing curriculum relevancy.
   C. Provided useable materials for my work.
   D. Stimulated more team work.
   E. Increased community assistance in education.
   F. Other _____

   _____

   G. No help

2. Did you feel you had a voice in the implementation of the program, if you desired?

   ☐ Yes

   ☐ No

3. The amount of time required for this project was:

   ____ too much
   ____ OK
   ____ too little

4. The major objectives of the project as you see them are: (Check all appropriate answers)

   A. Meet national manpower needs.
   B. Develop specific student job skills before graduation.
   C. Integrate vocational and academic education.
   D. Help students select an occupation before graduation.
   E. Increase the use of community resources.
   F. Other _____

   _____

   G. Impossible to determine.

5. What are the highlights of the program? _____

6. In your opinion were the parents supportive in this program?

   ☐ Much ☐ Little

   ☐ Some ☐ None

7. Did this program duplicate what is being done already?

☐ Much ☐ Little

☐ Some ☐ None

If so, where? _____

8. What, if any, problems do you see associated with the program?

_____

_____

9. Were the materials developed useful?

☐ Much ☐ Little

☐ Some ☐ No help

10. Were the techniques developed useful?

☐ Much ☐ Little

☐ Some ☐ No use

# RANDOM LOG OF CAREER DEVELOPMENT ACTIVITIES

Date _____
Project Educator _____
Non-Project Educator _____
Grade Level or Specialty _____

| Career Development Activities | Total Number of Activities | Purpose Student Outcome Objectives | Time Involved |
|---|---|---|---|
| 1. Classroom Activities | | | |
| A. Teacher Presentations | | | |
| B. Student Presentations | | | |
| C. Outside Resource Presentations | | | |
| D. Library Research | | | |
| E. Materials Display | | | |
| F. Audio-Visual Presentation | | | |
| G. Other _____ | | | |
| _____ | | | |
| _____ | | | |
| 2. School Activities | | | |
| A. Committee Meetings | | | |
| B. Faculty Meetings | | | |
| C. Parent Meetings (Include PTA) | | | |
| D. Individual Staff Conferences | | | |
| E. Indiv. Student Conferences | | | |
| F. Individual Parent Conferences | | | |
| G. Large Group Student Programs | | | |
| H. Other _____ | | | |
| _____ | | | |
| _____ | | | |
| 3. Community Activities | | | |
| A. Field Trip Planning | | | |
| B. Resource Speaker Planning | | | |
| C. Touring Work Stations | | | |
| D. Interviewing Workers | | | |
| E. Other _____ | | | |
| _____ | | | |
| _____ | | | |

COMMUNITY REACTION SURVEY

1. How has the Career Development Program helped you contribute more to the school and the students?

___ a. Increased my knowledge of career development concepts.
___ b. Made it easier for me to influence school curriculum.
___ c. Increased my knowledge of school objectives, materials, methods.
___ d. Other _____
___ e. No help.

2. Did you feel you had a voice in the implementation of the program if you desired?

☐ Yes

☐ No

3. The amount of time required for this project was:

___ too much
___ OK
___ too little

4. The major objectives of the project as you see them are: (Check all appropriate answers)

___ a. Meet national manpower needs
___ b. Develop specific student job skills before graduation
___ c. Integrate vocational and academic education
___ d. Help students select an occupation before graduation
___ e. Increase the use of community resources
___ f. Other _____
_____
___ g. Impossible to determine.

5. What are the highlights of the program? _____

_____

6. In your opinion is the school staff supportive of the program?

☐ Much ☐ Little

☐ Some ☐ No support

7. In your opinion are the parents supportive of the program?

☐ Much ☐ Little

☐ Some ☐ No support

8. What, if any, problems do you see associated with this program?

_____

_____

_____

9. What improvements would you suggest? _____

_____

_____

10. General comments: _____

_____

_____

11. Areas of involvement:

___ parent
___ employer
___ speaker
___ tour host
___ other _____